

Childhood Education

The Magazine for Teachers of Young Children

DOROTHY E. WILLY, Editor

FRANCES MCCLELLAND MAYFARTH, Associate Editor

Volume XIV

Number 8

Next Month—

■ The May issue will emphasize Today's Trends in Teacher Education. Frank E. Baker, President of Milwaukee State Teachers College, is preparing an article on "The Basic Issues in the Education of Teachers," and John C. Lazenby an article on "Selective Admission—Choosing Tomorrow's Teachers."

■ Raymond D. Bennett of Ohio State University is preparing an editorial, "Educating Superior Teachers," and Mrs. Henry Grattan Doyle, President of the Board of Education, Washington, D.C., an editorial on "What We Expect of Our Teachers."

■ George D. Stoddard's article, "What Every Teacher Should Know About the Dionne Quintuplets," gives encouragement to the environmentalists, as well as parents and teachers. "Responsibility of the Teacher for Child Health" prepared by Hortense Hilbert of the Children's Bureau gives helpful suggestions.

■ We are fortunate, too, in having another of Bernice Leland's articles on reading difficulties, and May Hill Arbuthnot's list of children's books for vacation reading.—THE EDITORS.

Contents for April, 1938

	Page
EDITORIAL—MEETING THE NEEDS OF CHILDREN <i>Maycie Southall</i>	339
COOPERATIVE CURRICULUM MAKING <i>Prudence Bradford Cutright</i>	341
INTRODUCING THE ILLUSTRATOR <i>Eloise Ramsey</i>	344
A PICTURE LIST OF BOOKS FOR YOUNG CHILDREN <i>May Hill Arbuthnot</i>	349
INTEGRATING PERSONALITY <i>Samuel A. Kirk</i>	355
WHAT WE SAY AND HOW WE SAY IT <i>Marguerite Wilker Johnson</i>	359
DOLLS ON STRINGS <i>Elaine Jacobus</i>	363
SPRING GARDENING IN THE SCHOOLROOM <i>Iva Paul</i>	366
MISS BOTHWELL RETIRES	369
ACROSS THE EDITORS' DESK	370
BOOK REVIEWS <i>Alice Temple and May Hill Arbuthnot</i>	372
AMONG THE MAGAZINES <i>Ella Victoria Dobbs</i>	375
RESEARCH ABSTRACTS <i>John A. Hockett</i>	377
NEWS HERE AND THERE <i>Mary E. Leeper</i>	379

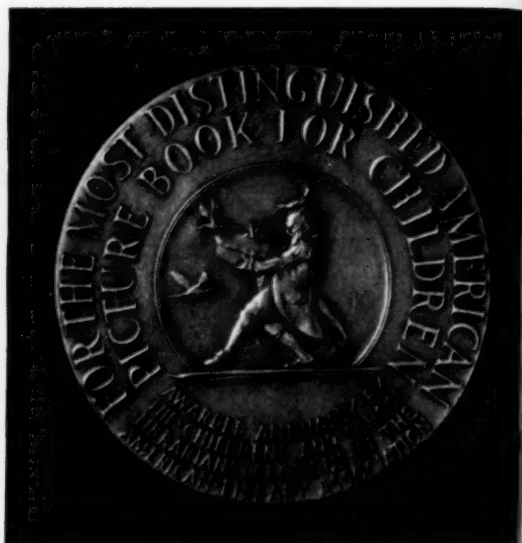
Published Monthly, September to May, by the
ASSOCIATION FOR CHILDHOOD EDUCATION

With the Cooperation of the National Association for Nursery Education

1201 Sixteenth Street N.W., Washington, D.C.

Subscription price \$2.50. A.C.E. membership and subscription \$3.00. Foreign postage 50 cents. Single copies 30 cents. Entered as second class matter at the post office at Washington, D.C., under the act of March 3, 1879. Additional entry at Menasha, Wisconsin. Copyright, 1938, Association for Childhood Education.

REPRINTS Orders for reprints from this issue must be received by the George Banta Publishing Company, Menasha, Wisconsin, by the 10th of the month of issue. Carefully indicate quantity, shipping instructions, etc.



Courtesy Helen M. Reynolds

The Caldecott Medal for the most distinguished American picture book for children, which will be awarded for the first time at Kansas City in June, 1938.



Courtesy Frederick Warne and Company

An illustration by Randolph Caldecott, English illustrator (1846-1886) for whom the medal was named.

Editorial Comment

Meeting the Needs of Children

MOST educational groups have been slow in recognizing that the needs of children should be the first consideration in planning an educational program. Child growth and development should be the goal of this program, and the results of all organized effort to put this program into action should be evaluated in terms of its contribution to some fundamental need of children and through them, to society.

What are some of these needs which must be considered? First, the need for well-adjusted parents and teachers capable of guiding children in all phases of their development. Second, the need for an environment that stimulates learning, guarantees success and provides security and affection. Third, the need to evaluate growth in terms of the individual's own rate of development and not in terms of set standards which evaluate status rather than growth.

If these needs of children are to be met, our whole program must be replanned with special attention to better pre-parental and pre-teaching education, the continuous education of parents and teachers, and the intelligent cooperation of all organized groups responsible for any phase of child health, education and welfare. We need to recognize the relation of childhood education, in its broadest sense, to the progress and welfare of a democracy and to accept this responsibility through a national program built on the inalienable right of every American child to be well-born, well-reared, and well-educated.

AT PRESENT the average child is being reared by parents who have had only an elementary school education—more than two-fifths have less than an elementary education, over five-sixths have less than high school education, and twice as many are illiterate as are college graduates. Furthermore, the majority of the two million who are college graduates and the nine million who are high school graduates have had no special preparation for making a home and guiding the growth and development of children.

When they enter the elementary school, children are under the guidance of teachers who, on the average, are young and immature, poorly paid, poorly educated, and have had less than four years of teaching experience. The two years of college work the average teacher has had emphasized the teaching of school subjects rather than the guidance of children. Her teaching experience, usually, was acquired without guidance or supervision.

Community betterment is handicapped because the educational forces within the average community are not organized, and make no attempt to coordinate and unify their efforts. The need for such cooperation and

unification is illustrated by this story: A young child was lost in one of the huge wheat fields of the west. The whole community joined in the search. They looked all day and all night for three consecutive days. On the fourth morning one man suggested that they try joining hands. This they did and swept through the entire wheat field, back and forth again and again, covering every part of it as they went. In the middle of the afternoon they came upon the child, but he had already died from thirst and heat. When the father was called, he looked into the pitiful face of his once lovely child and said: "Would to God you had joined hands earlier."—*Maycie Southall, Professor of Education, Peabody College, Nashville, Tennessee.* From an address delivered before the National Council of Childhood Education, Atlantic City, March 1, 1938.

Research in Child Development

IN A PAPER prepared by Frank N. Freeman and read at the luncheon meeting of the National Council of Childhood Education at Atlantic City in February, Mr. Freeman says: "Research in child development has been conducted along various lines. Much of it has dealt with the mental growth of the child, including the development of abilities, of social and emotional life, and of behavior. Another line of study has dealt with the child's physical growth, both the growth in bodily size and proportions and the changes in the various organs and the constitution of the body. Another approach has been from the point of view of nutrition and its effect on growth and development.

"Studies of these and other kinds have long been made by specialists in the respective fields. Various groups of specialists have their journals, associations, and meetings for the communication and discussion of their respective findings. It is difficult, however, for those in one field to become acquainted with the work in other fields which bears directly on their own problems. Furthermore, there has been no general organization by which the study of relations between the different forms of development might be encouraged and the results of such study presented and discussed.

"The Society for Research in Child Development was founded about four years ago to bring together the workers in the different fields in order to stimulate the studies which dealt with problems of greater scope than those of one special field. Many problems involve the relationship between the factors which are the object of study of different specialists. It is with these common problems that the Society is concerned."

Childhood Education asks The Society for Research in Child Development to consider an additional problem—that of interpreting the results of its research in terms of their educational implications to those of us who come in daily contact with the children. There will always be a gap between what is known and what is done, but surely some effective means can be found of bridging this gap. Will the researchers please help us out.—*F.M.M.*

Cooperative Curriculum Making

PRUDENCE BRADFORD CUTRIGHT

ORGANIZATION for curriculum construction varies with the purpose for which the work is carried on and with the social and educational philosophy which prevails in the school system. If those in charge of the curriculum program regard the purpose of curriculum construction as being that of producing courses of study, and if this point of view is accompanied by a belief in a centralized, authoritative leadership as it usually is, then there is little participation by the teachers.

If, on the other hand, those directing the school system believe that the purpose of curriculum construction is to lift classroom instruction to increasingly higher levels, and if this point of view is accompanied by a belief that mandatory tactics have little or no place in a modern school system and that progress is made chiefly through cooperation, then we shall find teachers playing a large role in planning the curriculum.

THE POINT OF VIEW

It is difficult to understand how any but the latter point of view can be accepted. Those who hold the first point of view are violating the very principles which they ask teachers to observe in their teaching.

Classroom procedures now emphasize cooperative undertaking, helping pupils to reconstruct their own experience, and using all the methods of democratic learning which are significant and functional in the lives of boys and girls. This emphasis suggests that administrators concerned with the curriculum should apply to their own work these same principles. All should work together toward the achievement of common goals which are understood by all and which have been arrived at cooperatively. Teachers must

"The true curriculum is to be found where the teacher meets the class, and not within the covers of any printed course of study." Consequently, the teacher must have a prominent part in curriculum construction. This article describes the Minneapolis plan of curriculum construction.

Miss Cutright is Assistant Superintendent of Schools at Minneapolis.

be helped continuously to reconstruct their own experience. Success in curriculum construction, if one believes that it should improve instruction, seems to vary in direct proportion to the extent to which it follows the principles which we expect teachers to apply in their work with boys and girls.

Where curriculum construction is motivated by the idea of producing courses of study rather than improving classroom teaching, we find that the production of courses is extremely rapid and that many of them, if evaluated in the paper form only, are indeed, excellent.

However, these beautiful paper courses have, in general, a very fundamental defect. The teachers for whom they are intended frequently fail to respond in the expected fashion when the courses are placed in their hands. They either display great confusion and lack of skill in carrying out the suggestions, or an attitude of indifference to the brain child of the curriculum expert and his small select committees. It must be said that this attitude of placing great emphasis on course of study production, with little or no attention to teacher insight and understanding, is a passing phase.

*The Changing Curriculum*¹ sets forth in

¹ *The Changing Curriculum*. By Henry Harap, Laura Zirbes, Ernest Melby, et al. New York: Appleton-Century Company, 1937.

clear and unmistakable language, not only the reasons for reconstructing the curriculum, but also the principles to be observed in such reconstruction and a description of some of the ways in which it is being accomplished. As we read these descriptions we find that:

More attention is being given to preliminary planning and thinking in order to set up a basic educational philosophy which will guide curriculum committees, classroom teachers, and all who are engaged in educational activities.

Teachers play a prominent part in the studying, the thinking, and the discussing which enters into the drafting of this basic educational philosophy. Decisions on the objectives, the scope, and the organization of the curriculum are being arrived at co-operatively by teachers, principals, supervisors, superintendents, and specialists.

More attention is being given to developing skill on the part of teachers in discovering pupils' needs and interests, in using community resources, and in organizing and guiding pupil activities, and less on the production of paper courses of study.

MINNEAPOLIS TEACHERS' CURRICULUM COMMITTEE

An examination of the organization for curriculum construction as outlined in most cities shows that teachers play a prominent part in the production of course of study material and in testing out new and untried curricular materials. If, however, we are to follow out the trends outlined, teachers must play a far more prominent role in determining the basic principles which will underlie a program of curriculum construction. The work of the Minneapolis Teacher's Curriculum Committee may serve to illustrate how one city brought a large group of teachers into discussions of topics and issues intimately related to the determination of an educational philosophy basic to the whole program of curriculum construction.

Minneapolis has a Teachers' Curriculum Committee on which the teachers of each elementary and secondary school have a rep-

resentative. This committee meets several times each year to discuss and plan changes in the curriculum.

Even more important are the educational forums in which the members of the Teachers' Curriculum Committee assist. These forums are set up for the purpose of bringing together teachers and principals from elementary, junior high schools, and senior high schools, to discuss certain crucial topics bearing directly upon their classroom work. Last year there were two discussion meetings on these topics: Promotional Policies in the Minneapolis Schools, School Organization in Relation to Progressive Practices, and Effective Study Habits and Their Importance.

In all, about eight hundred and fifty teachers and principals asked to attend one or more forums. Since it was thought that about one hundred and twenty-five made a suitable group for discussion, it was necessary to limit each one. Names were selected impartially, with an effort to have representation from all levels.

In the meantime, a group of twenty-five teachers and two principals were selected from the Teachers' Curriculum Committee and the Principals' General Curriculum Committee to act as discussion assistants. These assistants chose the forum in which they wished to participate. The discussion leader directed all questions to those on the floor and used the assistants as they were needed. The leader also tried to bring in the points of view of both the elementary and secondary school representatives. He summarized the discussion, and reviewed the progress of the forums at the end of each meeting.

Many of the teachers gave excellent contributions to the discussions, using classroom experiences to illustrate their points. The secondary school representatives benefited from the specific reference to elementary practices that influence their own problems, and the elementary school people saw clearly how some of their problems were carried on into the secondary school. Mutual

understanding was promoted and it was seen that a school system must work as a unit if a continuous progressive educational program is to be carried on. Practices on various levels are sometimes out of gear. Thus it seems that the solution of many problems lies in an appreciation of the teaching practices at different school levels.

Although it was clear in the minds of all that the topic of the forum was important, the discussion itself led into many phases of education. It was difficult at times to tell the forums apart. All discussion seemed to center around these two topics: (1) What contribution can the school make to society? and (2) What is the teacher's responsibility to the individual child?

Certain statements of principles ran through all the six discussions:

Teachers should make a thorough study of individual children through observation, cumulative records, and acquaintance with the child's environment. This knowledge should be the basis for all school practice.

The child's education should be a continuous process guided by consistent policies through the thirteen years of public school attendance. The secondary school is but a continuation and advancement of what was started in the elementary grades.

The curriculum and methods used in the Minneapolis schools should be realistically related to life, promoting a democratic attitude through group activities and abilities to face new situations and solve them with a maximum of self-directed activity.

The school is but one of the institutions promoting learning. The home and the community are but two of the others, but all should work together for the best interests of the learner and society.

The school should be organized to promote physical, emotional, social, and ethical growth as well as intellectual.

A summarization of each forum, in mimeographed form, was sent to all teachers in Minneapolis.²

² "Educational Forums for Teachers and Principals of Minneapolis Schools," Curriculum Bulletin No. 345, 1937 (Mimeographed form).

The teachers were quite unanimous in asking that the forums be continued in order that they might have an opportunity for further participation and that more teachers might be brought into the groups. Consequently, plans for 1938 include discussion meetings accompanied by programs of study. The teachers reported to the Teacher Personnel Department, as advance study, attendance at these forums even though they do not carry university credit. The Assistant Superintendent in Charge of Teacher Personnel cooperated with the Instructional Department in formulating these plans.

THE TRUE CURRICULUM

This illustration of teacher participation in discussion groups may seem more supervisory than curricular in nature. But if the purpose of curriculum construction is to improve teaching, it is probably neither possible nor desirable that we completely separate the activities of one field from those of the other. There seems to be no particular need for such separation since both are concerned with different aspects of the same problem and both must utilize democratic procedures.

Curriculum construction cannot be separated from classroom teaching. The true curriculum is to be found where the teacher meets the class, and not within the covers of any printed course of study. A teacher who follows units of instruction as outlined in printed courses, without modification or adaptation in order to meet the needs and interests of her group of pupils, is merely dramatizing experiences which may have been real to some group of children, but which are not real or lifelike to her particular group. Only as the teacher shares in shaping the school's educational philosophy and relates it to everyday practices in her classroom, will she come to accept some of the educational principles to which many now give only lip service.

Introducing the Illustrator

ELOISE RAMSEY

SINCE the days of Randolph Caldecott, Walter Crane and Kate Greenaway beautiful books for children have been available. The era of illustration inaugurated by these artists has brought year by year an increasing number of children's books, distinctive in design and color, and rich in imaginative appeal. Yet the problem of providing children with copies of these finely illustrated books that are their literary heritage has been and continues to be that of helping parents and teachers to realize the necessity for familiar experiences with these books in childhood, at home and in school.

If Randolph Caldecott's immortal *Picture-Books* are within easy reach, children's chuckles tell us another generation is discovering the charm and fun of books that are like no others. The decorative style and subtle color of Walter Crane's *Toy Books* fascinate the children today. Kate Greenaway's delicate drawings satisfy a need in childhood that one little girl expressed simply, "They're so nice." Boys and girls mingle the pleasure afforded them by these landmarks in children's literature with the enjoyment they find in books by favorite contemporary artists: Wanda Gag, Boris Artzybasheff, Elsa Beskow, William Nicholson, Kurt Wiese, Helen Sewell, Maud and Miska Petersham, the D'Aulaires, Dorothy Lathrop, to mention a few among the many.

Nor is it enough to provide copies of distinguished books, traditional and contemporary. Strangely enough, there are classrooms in which a goodly selection of such books is available, and little comes of it other than what children may gain through their own unaided interest. The browsing about, the free handling of books is important, I grant freely, but there is need

Give children intimate and leisurely experiences with beautiful books and the tangible outcomes will be varied and gratifying. Miss Ramsey describes ways in which these experiences can be made meaningful and rich.

Miss Ramsey is Senior Assistant Professor of English Education, Wayne University, Detroit, Michigan.

for much more. Necessary units of work about milk, post-offices, grocery-stores, and transportation, and demands for more and better reading checks and flash-card drills tend to crowd out casual, leisurely enjoyment of lovely books. Efficient programs make conscientious but scanty allowance for the kind of satisfaction that comes from "oh-ing" and "ah-ing," "Oh, boy," and just looking again and again at color and design, that lasts a lifetime. Aesthetic joy and spiritual inspiration are relegated to "spare time," whatever that may be.

Then again, sad to say, too few teachers have felt the enchantment of beautiful children's books deeply enough to know what to do with them. All of which points to gaps in their early experience, a superficial knowledge of the content of children's books, and usually none at all concerning the art of the book. Despite progress, there remains a crying need for more courses in children's literature that will preserve its atmosphere and relate children's books to the sources of art. Lack of background, graded lists, overproduction of thin and imitative books, and limited budgets have combined variously to keep the presentation of literature in the elementary school pedestrian, anaemic, sentimental and uninformed.

The beginning of a better order of things with children's books in the elementary school is, as in all significant educational

ventures, the sensitive, informed teacher. The writer proposes to describe the work of a group of gifted teachers in planning and making approaches to an artistic use of illustrated books with children, in building experiences with them that have led in turn to the development of many activities, both group and individual, and will culminate, we hope, in a lasting appreciation for the art of the book. The work began a few years ago and is going forward now in several schools, and always with large classes.

PRESENTING ILLUSTRATED BOOKS

In the beginning, the introduction of a distinguished book is made with all the deference with which one would accord the presentation of a famous or important person. Sometimes the initial approach is in this wise: The teacher arranges an exhibit of books in which selections from Randolph Caldecott, Walter Crane, Kate Greenaway and Leslie Brooke are always included, together with a few samples of the work of the best contemporary illustrators, in a setting of toys and amusing little objects. She displays each book so that its fine point as a book catches the eye. She creates a pattern in the setting that has appeal for children's interests. Then she invites a class to observe the exhibit as a whole, and, when they are ready, to choose one book the group wishes especially to know more about.

Whatever the choice of the children may be, the teacher accepts it. Very often it has happened that a Caldecott *Picture-Book* is a first choice. *Johnny Crow's Garden* is another frequent choice, and among contemporary illustrators, Elsa Beskow and Wanda Gag are favorites. Looking at the book gets under way at once. If the copy is a new one, it is properly opened with a running explanation as to why and how this is done, while the children watch the manipulation of skillful hands with eager attention. To see a finely made book handled as a work of art affords children an experience in aesthetic values.

More often the copy is a used one, and it is enough to say, "This copy of *Johnny Crow's Garden* has been opened for us."

First the front cover engages attention, then the back cover, and of course the details of back, head, tail and edges. Titles on covers and backs of books are always carefully read, and likewise names of authors or illustrators and publishers. "Title," by the way, is an interesting word to children. Its use is a discovery for them. As a result, they carefully avoid making the inexcusable blunder of substituting "the name of the book" for the "title of the book."

Children, who are familiar with the experience of "studying books," usually say at this point, "Now, we'll see the end-leaves." Turning first the front cover and then the back cover they observe the decorative or plain design. If the end-leaves are plain the children know that it is part of the general scheme of the book for them to be without decoration.

The experience continues with the turning of each leaf, for there is no careless passing over to where "the story begins" or clamor "to see the pictures." The children know why "we turn leaves and read pages," and they want all the details. Since the informal style of treatment used in many children's books results in the omission of certain parts, boys and girls note readily that these variations are a part of the general intention of a book's design. In looking at the abbreviation of the title—known as the bastard title—they see how it makes for interest and provokes curiosity. In copies of books by favorite authors and artists the page containing the advertiser's card is sometimes a point of departure for much conversation about the books listed.

A good deal of time is spent on the title page, for title pages are intended to be read. Names of authors and illustrators again bring associations into play and there is much pleasure in making comparisons. The imprint comes in for equal attention. Its function on

a title page interests children for they like information about the "people who make books." Gradually they acquire a really surprising amount of information about publishers, all very much by the way. Again, they relate quickly the use or omission of a frontispiece and any decoration of a title page to the design of the cover and end-leaves.

Last spring it was a great day when one teacher opened the promised copy of *Seven Simeons* with a group of children in a third grade who had enjoyed books in the way described for more than two years. For at least fifteen minutes they paused in an almost breathless contemplation of the exquisite title page. The spacing, typography, color and line decorations—not a detail escaped close attention, and all came in for much comment. There were murmurs from all parts of the room, "Those lovely lines!" "Those beautiful lines!" Evidently the decorative use of line drawing on this page offered a real thrill. Later, during the reading of *Seven Simeons*, this group admired the decorative treatment of margins throughout the book with even more enthusiasm than they greeted the full page illustrations.

The examination of a copyright page has significance because the children know that a book is a piece of property in the same way that a house or a car has an owner. They understand that however freely readers may talk about owning books, the fact is that they own simply copies of books. In passing, it may be stated that children like the word "copy." They can explain the significance of the line, "Printed in the United States of America" or "Printed in Great Britain" as the case may be. During a recent visit of a well-known publisher of children's books in one of the schools where experiences with books in this fashion have been as a matter of course for a number of years, a group of older children unexpectedly seized this opportunity for gathering first-hand information about copyright and plied the friendly and astonished publisher with excellent ques-

tions which he answered with enthusiasm.

Children always enjoy looking at the dedication page of a book, so much in fact that one sometimes regrets omission of this feature. They like especially the dedication page of *Johnny Crow's Garden*, *Blue Barns* and *Sung Under the Silver Umbrella*, and they are always pleased with the informal tributes to friends that these pages reveal.

Prefaces or prefatory notes of any kind, when included, are always read, for as one boy remarked, "They're made to be read." The first readings of prefaces such as Howard Pyle provided for *Pepper and Salt* and *The Wonder Clock* are events in the literary experiences of children. The reading of any story from either book usually begins with a request for a re-reading of the preface.

In the same way, tables of contents and lists of illustrations are duly noted. "It's a chapter book!" often announces a growth in reading interest.

In the informal style of treatment used in the design of many books for early childhood, many of the parts of a book do not appear for obvious reasons. But as the children get on with reading for themselves they rejoice in the discovery of more parts. "Books grow older" is the way one child explained this point. When children are reading on their own fairly well, it is desirable to introduce a book well suited to their interests that is also an example of careful book making. We review all that goes into the making of a book with emphasis on any parts that are new in the experience of the group.

The first page of text affords opportunity to observe the numbering of signatures and the reasons for unpagged books. Any reading of the text by the teacher begins at this point and goes on without any interruptions of the continuity of rhythm, imagery and pattern in the story, to look at illustrations and decorations. Sometimes she finishes the story and sometimes she merely reads enough to introduce it. The reading is always very informal, interspersed as it is with the making

of associations and talk about any ideas a story may suggest. Books that are frankly illustrated books with text as a part of the decorative scheme are enjoyed page by page.

Teachers discover the right approach for particular books. "Please read it again and again and again!" is the reaction of children all through the grades to *The Story of Ferdinand*. They look at Robert Lawson's illustrations with lively interest, but what they want most is to hear Ferdinand again, to say parts with the reader and to sniff most audibly and appreciatively whenever Ferdinand sits down and smells. Obviously this book would not be a wise choice for introduction to the study of format because children enjoy it more for its humor. On the other hand, *Down, Down the Mountain*; *Mittens*; *Ring O'Roses*; *Ola*; *The Poppy Seed Cakes*; *Junket Is Nice*; *Aunt Green*, *Aunt Brown and Aunt Lavender*; *Who Goes There?* and any of Wanda Gag's books are happy choices for the study of format.

"Now we're going to see the illustrations" promises a high moment. There may just be time to look at some striking page, a brilliant doublespread, or an illustration for an episode that proved enjoyable in the reading. Sooner or later there is time to see all the illustrations and for the children to recognize and talk about head-pieces, tail-pieces, insets, vignettes, full-page and half-page illustrations, and doublespreads.

Terms for new types of illustrative treatment are supplied by the teacher as they are needed, and she has many questions to answer. With her help these terms become familiar to the children and encourage them to express their own ideas: color, background, foreground, design, pattern, space, movement, distance, "tipped-in," and so on. Children have a keen eye for details of illustrations and they invariably note what is most individual about an artist's technique, so much so that teachers have used the word, "technique," freely and found that it is readily understood and appropriated.

THE CHILDREN'S COMMENTS

When an introduction to a distinctive book is complete, there follows the pleasure of renewing acquaintance with it as a whole or in part, sometimes with the group, and often on one's own. Associations with familiar experience and with other books deepen, and thus little by little children come into their literary heritage through a growing appreciation for the art of the book.

How children appropriate the information they have gathered and make it their own becomes more apparent when we examine some of their comments.

"Caldecott uses frames for his large colored illustrations."

"Caldecott puts dark colors in the foreground and light in the background. He leaves a space for you."

"Wanda Gag builds in the background; makes distant things small and high on the page. The white gives light. Black is the predominating color."

"There are lots of things in this illustration, but it's not cluttered." (The frontispiece by Walter Crane for Grimm's *Household Stories*.)

"All his drawings look as though they could go any way." (*The Golden Basket*, by Ludwig Bemelmans.)

"Kate Greenaway uses a lot of space. Her children walk or sit or stand; they are flat and do not move."

"Elsa Beskow has flowers everywhere. She uses frames and decorates them."

"His trees move. The colors look as though they were dulled, but they aren't." (Arthur Rackham's illustrations for *Poor Cecco*.)

"He makes a sky look like a sky. He leaves a big space." (Leslie Brook's *Johnny Crow's New Garden*.)

"I'd like to touch them." (Following the introduction of the term, "texture," with Clare Newberry's *Mittens*.)

"C. B. Falls crowds his illustrations in the frames. He works from the distance in the background toward the foreground."

"Dorothy Kunhardt's illustrations don't fill the whole page. The white space around things makes them stand out and look round. Her illustrations stand still."

"The people in his illustrations look like

- statues." (Grant Wood's illustrations for *Farm on the Hill*.)
- "Silhouettes are exactly right for a spooky book." (Mary Baker's silhouettes for *The Black Cat and the Tinker's Wife*.)
- "Put it away and get out the big one." (A reaction to the small edition of *The Story of Babar*. In the Babar books by Jean de Brunhoff children enjoy the design of the whole page, note minutely the handling of detail, and give little attention to the color effects as such.)
- "Randolph Caldecott's pictures are gay and full of joyous movement. 'Even the pigs dance'."
- "They can't draw, but they have ideas." (A general comment on some authors whose facility in a graphic medium is by no means comparable with the charm of their literary styles, which seems to suggest that discrimination and understanding go together.)

At all stages in the study of illustration, children are encouraged to express freely whatever the illustrations make them wish to do. This helps them in seeing illustration as an art, and interests them in appropriating as they can the new words in expressing their ideas. At no time are they forced to use these new words, but much praise is accorded an exact use of terms. Genuine experiences encourage the acquisition of a growing vocabulary, and the appropriation of real information about enjoyable books helps in the discovery of words as tools.

Consider for a moment the children who have practically only the word, "picture," with which to express their reactions to all they see in lovely books. Too often the first exposure to an illustrated book begins with, "I have a new picture-book for you today." There is a glance at a bright cover, a hasty repetition of the title, and the reading of the text begins and continues, interrupted with much looking at illustrations. There is eagerness and interest, all the sadder because of the loss in experience. Usually such sessions culminate in the reminder, "You can get the book at the library."

Contrast the results of such a procedure with the reactions of children who have

shared in an intimate and a leisurely experience with a beautiful book and, when the period must close, some member of the group has the pleasure of replacing the book in the exhibit with the assurance that it is there ready to be enjoyed again.

THE TANGIBLE OUTCOMES

The tangible outcomes of this teaching are varied and gratifying. There is no more powerful stimulus to acquisition of independent reading skills than the urge to read favorite books for one's self. Knowledge about authors and illustrators enables these children to use libraries to a far better advantage than the children who come asking for "story-books." Writing activities simply spring up in response to the necessity for pursuing adventures in authorship and illustration, and bookmaking schemes are always in the offing. Since the experience of appreciation of format occurs in a situation in which children talk freely and well and enjoy an exchange of ideas, it helps them to function as contributing members of society.

The carry-over into the upper grades in terms of growth is helping to build a greatly enriched literature program in these grades. "The definiteness of their requests is amazing, and their appreciation of format really guides their taste," is the comment of a librarian who knows many of these boys and girls well. Writing activities continue to expand through experimentation with their own lively ideas, aided by standards of workmanship fostered by familiar experiences with fine books. The significance of these experiences is revealed unexpectedly. When the coming award of the Caldecott Medal was announced, an older boy exclaimed, "It's swell to name it for Randolph Caldecott!" which is ample testimony for a number of things. Early experiences in appreciation for the art of the book help a child to become the kind of a reader who is, as Christopher Morley has happily observed, a collaborator.

A PICTURE LIST OF BOOKS FOR YOUNG CHILDREN 1937-1938

This picture list has been selected by May Hill Arbuthnot, Children's Book Review Editor for Childhood Education, and Chairman, Department of Kindergarten-Primary Education at Western Reserve University, Cleveland, Ohio.



PROUD, beautiful Aleeta captured the heart of everyone. The day came when she and Bendeguz stood on the altar steps, their hands clasped over the flaming torch.

From "The White Stag," by Kate Seredy. (Viking)



SHADOW, himself.

From "Shadow and the Stocking,"
by James S. Tippet.
(Harper)

WALTER learned to
play leapfrog.

From "Walter the Lazy
Mouse," by Marjorie Flack.
(Doubleday, Doran)



MICK would come to see what it was all about and that gave Mac a chance to scoot for the couch.

From "Mick and Mac," by Paul Brown. (Scribner's)



self.

Stocking,
ett.

l to

Lazy
lack.



uch.



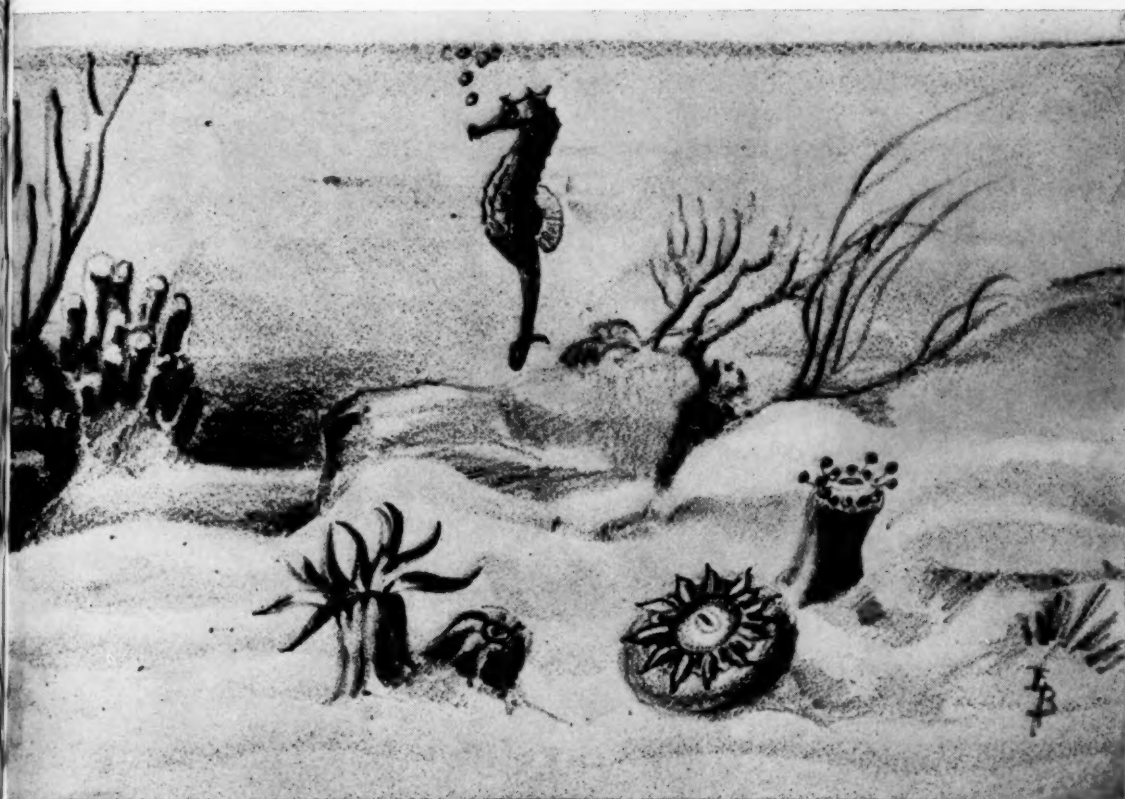
BABETTE

From "Babette," by Clare Newberry. (Harper)



KING DOUDA was wise, King Douda
was rich, and he was strong.

From "Seven Simeons," by Boris Artzybasheff. (Viking)



THE sea-horse knew how dangerous the anemones were.

From "Sea-horse Adventure," by Else Bostelman and Irmengarde Eberle. (Holiday House)



THE foxes have holes, and the birds of
the air have nests;

From "Animals of the Bible," by Dorothy Lathrop. (Stokes)



PECAN picking.

From "All the Year Round," by A. J. Grodin. (Knopf)

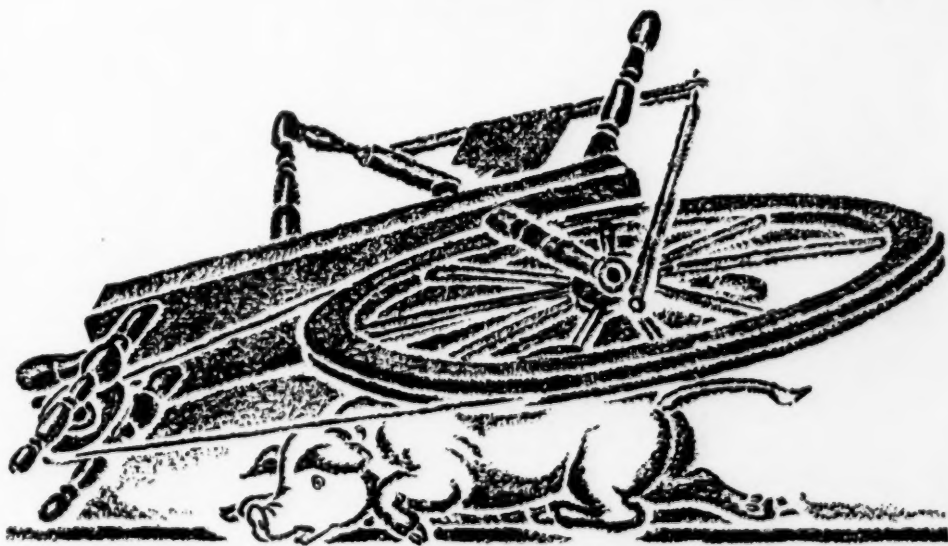


THEY slowly
trooped up the vil-
lage street.

*From "Pigtails," by Johanna
Hekking. Illustrations by Molly
Castle. (Stokes)*

You ain't got magic," he
said, "but you is lucky.
You is lucky you didn't
broke yo' neck."

*From "Nicodemus and Petunia," by
Inez Hogan. (Dutton)*



OVER went the spinning wheel, clatter clatter.

From "The Pig With the Front Porch," by Emma Brock. (Knopf)



AND Jesse took an ass laden with bread and a bottle of wine, and a kid, and sent them by David, his son, unto Saul.

From "David," illustrated by Elizabeth Orton Jones. (Macmillan)



OH, DEAR," sighed Mary, "I don't know if colic is ever fatal, but he's certainly got an awful case."

From "Baby Island," by Carol Brink. (Macmillan)



CLOSE to the foot of the high, red cliffs of Pottery Butte is a Navajo hogan, a log and mud house like a brown beehive.

From "Dancing Cloud," by Mary and Conrad Buff. (Viking)

Integrating Personality

SAMUEL A. KIRK

AN INTEGRATED person has been defined as an individual whose various habits, perceptions, motives, and emotions are so fully coordinated that he adjusts effectively to any situation. An integrated person reacts as a balanced whole, while a disintegrated person reacts in a fragmentary and partial manner.

When dealing with any of the factors of personality it is common to clarify and elucidate (or probably to complicate) the matter by citing instances of the abnormal. Thus we may show that in delusional states, an individual may believe that he is the King of Siam, and yet carry out routine duties such as mopping the floor or polishing the door knobs without recognizing the inconsistency between his acts and his beliefs. We say that this individual has a *disintegrated* personality.

Actually we are not adding to our knowledge by saying that a psychopathic individual has a disintegrated personality and that a normal person has an integrated personality. All we are doing is using another word to describe that which has already been observed. To use effectively the concept of integration of personality we must provide a *measure* of integration or discover the *mechanism* which leads to integration or disintegration of personality.

CONDITIONING RESPONSES

In the absence of a measure for the integration of personality we can give the concept some meaning by relating it to concrete experimental evidence and thereby work toward an understanding of the mechanism. The investigations of "experimental neurosis" with animals and children can be utilized to throw some light on, and possibly explain, the concept of the integration of personality.

Presenting subject-matter too difficult for the child often results in disintegrating his personality. The comparison is made here with laboratory experiments which produce disintegration of responses with a school situation which produces disintegration of personality.

Dr. Kirk is Director, Division of the Education of Exceptional Children, Milwaukee State Teachers College.

The conditioned response experiments of Pavlov's laboratory led accidentally to several very important findings on emotional disturbances. What has been termed "experimental neurosis" was produced in both animals and children. It will be well to review briefly some of these experiments in an attempt to relate them to the concept of integration as applied to personality.

The first of these experiments was performed by Krestovnikova, who was studying visual discrimination. Her dogs were simultaneously presented with meat powder and the visual stimulus of a circle, thus conditioning the dog to salivate when the circle was presented. She also presented an ellipse without the meat powder, from which no salivation resulted. She then changed the proportion of the ellipse on successive presentations from a ratio of two to one, to a ratio of three to two, then four to three, and so on, until she arrived at a ratio of eight to seven. At this point the dog continued to salivate to the circle, and to give no response to the ellipse.

She then further decreased the ratio of the ellipse to a ratio of nine to eight. With this presentation the dog is reported to have "broken down." He salivated to any stimulus connected with the experiment. He barked, whined, tore away at his harness, and exhibited other signs of an emotional disturbance.

Then Krestovnikova returned to the original discrimination of a circle and an ellipse with a ratio of two to one. Even then the dog continued to bark, to whine, and salivate either to the circle or the ellipse or to any other stimulus incidently connected with the experiment.

An analysis of this experiment shows, first, that the dog had the capacity to discriminate between a circle and an ellipse with a ratio of eight to seven. Secondly, it shows that when his discriminative capacities were too severely taxed he became unable to respond properly, thus losing even the older habitual discrimination he had once acquired. Thirdly, he showed an irrational spread of response in that he salivated to stimuli only incidentally connected with the experiment. Fourthly, the animal showed tension and emotionality by barking, whining, and tearing away at his harness.

This experiment has been repeated a number of times by other investigators. They also showed that when the dog's discriminative capacity was taxed, he became excitable and hard to handle. In some dogs the effect was like melancholia; they became unresponsive and passive, and slept much of the time. When either condition developed, the effects of training disappeared. This breakdown was called "experimental neurosis." We may conclude that this artificial condition was brought about by too much strain on the dogs' discriminative functions, or from a conflict of antagonistic habits.

The same thing is seen in disintegrated humans. When they are placed in a position in which they are unable to discriminate between two conflicting courses of action (the proverbial donkey between the two bales of hay) they are thrown into an emotional turmoil. We say that they are disintegrated or that they have disintegrated personalities. The disintegration may vary in degree and may be limited to the disturbing situation or may show a spread to other situations.

An experiment similar to that of Kres-

tovnikova was conducted with children by Panferov, another research worker in Pavlov's laboratory. He conditioned a child to respond to a metronome of 144 beats per minute. He proceeded then to elicit a differential response. The child responded to the metronome beat of 144, but made no response to the metronome beat of 92. Panferov increased the slower metronome beat from 92 to 100, then to 120. The child began to show some emotional tensions and disliked going to the laboratory. The experimenter increased the beat to 132 (still holding the other metronome beat at 144) and at this point the child "broke down." It is reported that he became rude, fought, grew disobedient, excited, yawned, closed his eyes and finally went to sleep when presented with the experimental situation.

Panferov then presented him with the metronome beats of 144 and 120 which he had previously been able to discriminate. He was unable to make this differentiation. He had developed the so-called "experimental neurosis" or, as we may say, had become disintegrated in this situation. Panferov returned to the original discrimination of 144 and 92 metronome beats, and after some time was able to retrain the boy to make the discrimination. The beats were gradually increased until 144 and 120 were reached and still the boy made the discrimination without showing emotional strain. When his previously established habits had been reinstated his "experimental neurosis" was cured, or we may say he became integrated by the process of reconditioning.

AN ILLUSTRATIVE CASE STUDY

This experiment demonstrates that a behavior problem child can be produced experimentally when too much strain is put upon his discriminative capacities and produce a conflict between two antagonistic modes of response. It also demonstrates that in an experimental situation the neurosis can be cured or the responses of the child

integrated by starting at a lower level of discrimination and building up to a more difficult level. There seem to be certain analogies between this experimental situation and everyday life. The reactions of some behavior problem children might perhaps be explained by the same mechanism that was operating in the laboratory situation. The following account will illustrate what is meant:

A teacher reported that Roy—a fourteen-year-old subnormal boy—was creating a disturbance in class. When asked to report her observations, she noted that while he was drawing or doing his arithmetic he was perfectly satisfied. But when she asked him to read or to do something related to reading, he exhibited bizarre behavior. He would hold the book in his hand, pretend to read by telling a good story, but without actually reading one word. When she suggested that he was bluffing, Roy had a temper-tantrum. To avoid this performance in class the teacher permitted him to continue bluffing.

An analysis of Roy's difficulties suggested that because of his subnormal intelligence (I.Q. of 70) his discriminative capacity in reading had been taxed during his earlier years in school. He had not had the ability then to learn to read and yet the school insisted that he learn. He had been passed from grade to grade because his teachers wished to be rid of him.

At the time of this study Roy had a mental age of nine or ten years. He had the ability to learn to read, yet he had failed to do so. The only explanation found was that he had become too disintegrated to learn, or in other words, his "reading neurosis" was inhibiting his chances for learning. His condition was similar to that of Krestovnikova's dog and to Panferov's boy who were unable to make differential responses which had once been established.

In "re-integrating" Roy it was necessary to use such simple material that success would be certain. As in the laboratory situations described above, the conditioning was to be carried on at a level below that at which he could have at one time responded readily. This, of course, would have necessitated using primers and baby books. For this reason all books were discarded and in their place simple materials only remotely connected with reading were used. The approach to the ordinary reading situation was made gradually and not until it was certain that he would be successful. In about three months Roy returned

to the classroom, read books, and did his work enthusiastically. The teacher reported that he was making an excellent adjustment, with no more disturbance, no more evasive behavior, and no more temper-tantrums in the classroom.

Like Krestovnikova's dog and Panferov's boy, Roy became integrated by the conditioning process at a low level of discrimination or at an easy level of learning.

IMPLICATONS FOR EDUCATION

Children are usually quite interested in learning so long as they have a measure of success. In some instances, when presented with too difficult material, the child will act silly, show evasive behavior, try to direct the teacher's attention to something else, laugh and giggle, day-dream or go to sleep. Many of these cases under the same process of reconditioning in reading as that used with Roy have become integrated and unacceptable behavior has been eliminated.

Observations on the development of behavior problems have been described and interpreted in similar terms. The late Herman Adler stated that behavior problems are the result of a discrepancy between the child's capacity to behave and the requirements of his environment. This statement is in harmony with the present thesis in which an attempt has been made to relate laboratory experiments which produce disintegration of responses to life situations which produce disintegration of personality.

It appears, then, that when too much strain was placed on the discriminative capacities of animals or humans, or when there was produced a conflict between two opposing response tendencies, disintegration or disruption of behavior resulted. To integrate again the behavior of the animal or the human it was necessary to return to a simpler level of discrimination. This is our evidence for the concept of integration or disintegration of personality. It appears to be similar to the so-called experimental neurosis of Pavlov. To be sure we have here only an

analogy, but it is something upon which to work.

This concept has distinct implications in respect to educational methods. The child in school, because of social and academic pressures, must respond, must learn, and must progress from grade to grade. If his capacity for learning is below that of his group, he may become disintegrated because of his attempts to keep up. This disintegration may be exhibited in evasive behavior such as truancy, day-dreaming and rebellion—behavior similar to that of the boy in Panferov's laboratory. When these children are placed in special classes where the social or academic requirements are not too great, many of them begin to learn and much of their misbehavior disappears. If they are dull normals or backward children they can be trained and and in many cases sent back to their regular classes.

The progressive school avoids placing a child in a situation in which his capacities are strained, and thereby prevents the disintegra-

tion of responses. To allow a child to follow his own interests, to express any creative capacities he might have, to make his own decisions, and to develop only as fast as his capacities and interests warrant, are all methods which avoid placing too great a strain on the child's capacities. Thus the organization and philosophy of the progressive school aid integration by avoiding a strain on the capacities of the child, and by allowing the individual to progress only at his own rate and in harmony with his interests and his emotional, physical, mental and social development.

REFERENCES

- Discussion on Methods of Teaching.* By S. A. Kirk. American Association on Mental Deficiency. April 25, 1935, 40:483-84.
Principles of Animal Psychology. By N. R. F. Maier. New York: McGraw-Hill Company, 1935. Pp. 371-74.
The Psychology of Adjustment. By Lawrence F. Shaffer. Boston: Houghton Mifflin Company, 1936. Pp. 387-91.

Physical Fitness

The human body is a machine through which the mind works. Every exhibition of mental activity is accompanied by physical activity, and the quality and quantity of mental work depend as certainly upon the condition of the machine by which it is exhibited as do the quantity and quality of work produced by any less complex man-made mechanism with the working of which we are familiar.

These mind-body machines of ours vary with heredity in their original capacity for work, just as one type of automobile differs from another; but it would be foolish to expect any automobile to do its best with a flat tire, or when supplied with little oil and inferior fuel, and it is just as absurd for a teacher to expect his best school work from a child who has defective sense organs, who is badly fed, insufficiently rested, or who is depressed by other faulty conditions, or disease. There are children who are normally bright and those who are naturally dull, but both the bright and the dull do finer and more persistent mental work when they are physically fit.

In a word, it is a waste of time and money, for all concerned, not to see that every little human machine is given an overhauling upon his entrance to school, put in his best possible condition, and inspected from day to day thereafter to make sure that he does not lapse from that condition, or because of the development of acute disease become unfit for work or a menace to his fellows.—From *What Every Teacher Should Know About the Physical Condition of Her Pupils.* By James F. Rogers, Washington, D.C.: U. S. Government Printing Office, 1936.

What We Say and How We Say It

MARGUERITE WILKER JOHNSON

WHEN a teacher observes herself in the classroom it is advisable that she take a very brief look. Watching one's self is strenuous work. It is an art that has to be practiced. And, it brings good returns. Standing off to see one's self performing and to hear one's self talking is the surest way of learning a great deal that otherwise would be undiscovered.

One teacher who listened to her own speech for a half hour each day was surprised at what she learned. She found that she usually spoke constructively, but that more than was necessary she used negative expressions when kindly positive ones would have been better. This adult displayed considerable ability in self-observation.

Another teacher refused when asked by her principal to note her verbal expressions, saying that she always spoke positively and never negatively. Unlike the first teacher who was eager to observe herself, this one avoided self-analysis.

A third, who illustrates a vague type of awareness, recently gave up teaching after five years, because, as she explained, she had just come to the realization that she scolded almost constantly and dictated her views emphatically, both in the classroom and elsewhere. She believed teaching had made her do so. Continued observation, however, might have shown her that her unfortunate manner of speaking actually occurred in all types of situations. Honest self-analysis might have convinced her that the habits had been persisting for many years and that, long ago, she had learned her modes of expression at a very early age. She might even have discovered her resemblance to certain elders in types of expressions and in manner of speaking.

Does your voice radiate sincere good intention? Or do you scold and nag from morning until night? Some teachers have been amazed at stenographic reports of the number and nature of one hour's comments made in the schoolroom. If we might hear ourselves as others have to hear us. . . .

Mrs. Johnson is Lecturer in Childhood Education, University of Michigan.

All of us, of course, believe in the power of language or otherwise there would be less talking. Our faith in words, however, must be demonstrated in these days of checking opinions. Before anyone goes to the trouble of self-observation, it is advisable to seek guidance in the literature in order to profit by the many suggestions that research is constantly offering. Accordingly, let us turn to some results from actual testing of verbal influences at the University of Michigan.

Language Compared with None: The simple request, "Close the drawer," caused children who were playing with a Jack-in-box on a table to close the table drawer which was projecting in front of them. Omitting the request resulted in fewer children closing the drawer.

The approval, "Oh, isn't that pretty!", encouraged children to repeat putting rings on a pole and marbles in depressions more frequently than their mates who were given no approval for performing the same tasks.

Encouragingly speaking the nonsense word, "Benito," each time a child succeeded in hitting a target increased his successes as compared with the successes of the children with whom the nonsense approval was omitted.

And somewhat startling is the fact that children were actually influenced by very un-

reasonable instructions. A few of the forty children told to do so actually attempted to perform the obviously impossible tasks of carrying materials in a badly torn paper bag, of pasting together many small pieces of a broken china saucer, of pouring water into a full container, and of pouring liquid into a can with a large hole in the bottom.

Verbal prohibition was also more effective than none in preventing children from playing with toys in seven different situations.

Language, it can be concluded from these tests, is a powerful influence on behavior. Sensible instructions, foolish instructions, and verbal prohibitions all made very definite impressions on behavior as compared with no instructions.

Specific Requests Compared with General Requests: More children, specifically directed with "Untie this knot; Slip through here first" succeeded in doing so than their mates who were given the general instruction, "Untie this knot." This was true in two different situations with two different kinds of knots.

More children told "Wind the toy backwards" succeeded than their mates directed merely with "Wind the toy." These were the results in two different situations; in one, with a swimming toy and in the other with a toy monkey.

A specific direction, it appears, gives the exact clue necessary to the solution of the problem whereas general direction, on the other hand, omits the detailed word or words needed to indicate the proper solution.

Simple Requests Compared with Verbose Requests: Children who were simply told to press a catch down towards the floor were much more successful in opening a puzzle box than their mates who were directed with the same words, but were also told that the puzzle box was Chinese and opened in a funny way and was different from other boxes with its secret place of opening. All the interesting information about the puzzle box

apparently dissipated attention, for the children so entertained succeeded less frequently in opening the box than their more simply directed mates.

Similarly, more children responded correctly when told simply to put the doll in a doll bed, to put the glass toys in a box, and to put the slug in the bottle than their mates who were given the same instructions but were told as well, some little interesting non-essential descriptive facts about the toys. The complex instructions may have interested the children in general, but they failed in particular to focus attention on the essential point necessary for solving the problem.

Commands Compared with Offering Choice: Simple direct commands were better than offering a choice. Children responded much better to the direct commands: "It is time to dress the doll," "Pick up the scraps," "Pick up the blocks," and "Wash your hands," than children who were asked, "Do you want to dress the doll?" "Do you want to pick up the scraps?" "Do you want to pick up the blocks?" and "Do you want to wash your hands?"

Pleasant Requests Compared with Scolding: Pleasant requests succeeded more often than scolding in urging children to attempt tasks they had refused to do and in encouraging them to quit certain interesting activities in which they were engaged.

In one situation each child was asked to redress a doll until he refused. When refusal occurred, the adult encouraged, "Please do." Many more children dressed the doll again than the mates, who on refusal were scolded with "I don't understand why you refuse. Why don't you want to? You shouldn't refuse to dress the doll."

In another situation more children picked up a pile of small sticks and other things from the floor when asked pleasantly than their mates who were mildly scolded with "Nobody picks up all the sticks and things

on the floor. I don't see why I always have to pick them up. I should think the children would like to see the room in order."

Similarly, more children requested "Please be quiet" promptly quit rattling a metal noise maker and discontinued playing a drum than their mates who were scolded about disturbing the adult with their racket and making her head ache. Scolding, then, is wasteful and harmful.

Hopeful Compared with Depriving Remarks: Hopeful remarks stimulated children to persist much longer than depriving verbal influences in tasks which were too difficult for them to perform. The words, "You can do it," resulted in their trying a longer time to open a puzzle box than the disparaging question, "Is it too hard?"

The words, "You can get it," encouraged greater persistence in attempting to find a penny concealed in a puzzle box than the slightly disparaging question, "Is it too hard?" "You can't get it."

The hopeful words, "You can do it," caused children to persist longer in putting together a puzzle table than the doubting inquiry, "You can't do it?"

Encouragingly saying, "You can do it," kept children at the task of trying to remove the cover from a glass jar much longer than exactly the same words, "You can do it," said in a drawling manner with a tone of slight disdain.

And the approval, "That's right. You got it," for each success in throwing a bean bag through a hole in a board increased the number of successes as compared with the disapproval, "That's wrong. You missed it."

These five simple tests clearly demonstrate the advantage of pointing out a hopeful solution with encouraging remarks over emphasizing the hopeless and depriving aspects of a situation.

Unhurried Compared with Hurried Directions: Children quietly told "You can do it

promptly" utilized less time in putting together a picture puzzle than those hurried with "Hurry up and do it. Hurry up."

They also strung more beads in less time when told "Now if you work very promptly you will have just time enough to put all the beads on the string." Their mates did less well when told "You will have time enough to put all the beads on the string if you hurry up. You will have to hurry fast. Hurry up."

Hurrying a child, it appears, tends to confuse him. Very probably it focuses his attention on hurry rather than on the task to be performed. Information that the time is limited when calmly given is not so distracting. The child can increase his speed and also keep his attention on the job to be performed.

Positive Compared with Negative Requests: Positive directions telling children what to do were far more effective than negative instructions saying what not to do. Children cut a paper circle more economically with "Cut it in the corner to save the paper" than with "Don't waste the paper." Telling exactly what to do was also better than mentioning what not to do in enabling them to keep clay on a board, to select the largest of three chairs, and to put crayons away properly.

Positive forms of prohibition were also more advantageous than negative forms. Saying "Leave the book closed" was better than, "Don't look in that book." Saying "Leave the red box closed" was better than "Don't open the red box." And, the same type of results was also achieved with a toy and with a special paper. Positive instructions mentioning the thing to be done apparently directs attention to the doing whereas negative direction calls to mind the very thing that is not to be done.

Positive Requests Compared with Threats: Positive requests were much more effective than threats. Children directed, "Just look at them," refrained more from touching glass toys than those told, "You will drop them if you pick them up. They are so small." The

very mild threat actually called attention to picking them up.

The direction, "*Just look at him,*" enabled the children to remain fifteen seconds looking at a live yellow chick without touching him whereas the words, "*It will make him sick if too many children touch him,*" caused more of the mates to touch the chicken in the same period of time. This fact was further demonstrated in connection with a block toy and with partially concealed toys and leaves no doubt as to the advantage of simple, pleasant, positive requests over threats in inhibiting behavior.

Substitute Suggestions Compared with Negative Prohibition: Suggesting a different activity with a different material was more effective than negative prohibition with the same material. The children told to look at a new toy quit their play, in one situation, with a metal cat and, in another situation, with a Noah's ark more promptly than their mates who were merely prohibited with, "*There isn't time to do that any more.*"

General Attitude: A number of tests revealed hidden attitudes of considerable importance. At the close of the experiment, a table of interesting new toys was uncovered and the child was invited to stay and play. The forty who had previously been given the more pleasant simple directions and had been encouraged with approving remarks prolonged their stay in the room much longer to play with the toys than the forty who had been given the more general, verbose, depriving, threatening and scolding types of directions. In addition, much more cooperation was shown by the former in attempting to solve two difficult problem situations, one of trying to reach a book which was out of reach and, another, in removing an overturned obstructing chair in order to follow out the adult's instructions to look into a Jack-in-box. On the whole, the difference in performance and cooperation of the children receiving the better verbal treatment is very

significant. Furthermore, when the same children returned to the experimental room a week after the original directions were given, their voluntary behavior with the toys corresponded in type with their original activity with the same materials under adult direction.

The effect of verbal influences, as would be expected, was found to diminish in amount with the passing of time. Directions have more power at the time they are given than later.

The location of the toys, their attraction value and the adult's manner were also shown to be influential on behavior. The findings were true for both boys and girls and for the various age groups extending from two and one-half to eight and one-half years of age. Personal behavior difficulties were found to be important. Children subject to more behavior difficulties, according to the Haggerty-Olson-Wickman Behavior Rating Schedule, form B, responded less well to verbal tuition than those with fewer behavior difficulties. The problem child, then, is the more greatly hampered by unwise verbal treatment. The chief contribution of the study, however, is the demonstration of the greater efficiency of one type of verbal direction over another.

In conclusion, greater cooperation was secured from all children with the more positive, specific, simple, direct, pleasant, hopeful, approving, unhurried requests, and prohibitions than with the more general, verbose, uncertain, depriving, disapproving, hurried, negative, threatening, scolding requests and prohibitions.

Renewed faith in the pleasanter types of verbal influences, then, should aid teachers in rejecting whatever tendencies they may possess toward the more questionable habits of speech and encourage them to continue happily and confidently in their regular work with the more approved ways of speaking. The results should especially encourage teachers regularly to practice observation and analysis of their habits of speech.

Dolls On Strings

ELAINE JACOBUS

MARIONETTES have a universal appeal for children of all ages and backgrounds. The joy of taking a lifeless toy animal or doll and making it come to life, or giving it human attributes, is a delightful experience. Whether they are tiny figures of pottery and rags, or large, wooden caricatures, they give pleasure to observers and creators.

The kindergarten children of the five-year-old group were delighted with a set of tiny wooden dolls, Tillicum Tots that came just after Christmas. At first the Tots were given rides in the toy boats, train and wagon. Three children had made a block floor to use for tap dancing; someone brought the father doll over to dance, and then the whole Tot family took the place of real children. They were moved about from place to place, accompanied by explanations: "He's going to the store," "Let's make them do a dance," "Mine's walking down the street."

That day the children were asked to bring the dolls to their group meeting. The suspense of wondering what was going to happen heightened interest and anticipation. When the group had gathered, Miss Barnes gave three of the dolls to different children to hold, keeping one herself. She said, "I am going to talk for my doll and let's see if you can have yours answer." There followed a few moments of shy hesitation until the first attempt. After that tongues were loosened and many ideas came pouring out.

The interest in this type of play carried over for several days. Each day the dolls were brought to meeting and gave an impromptu performance. The teacher, seeing possibilities in simple marionettes, asked, "Shall I show you how to move a doll without holding it in your hand?" She looped a string around the neck of the doll, under

When "made" marionettes are not available for dramatic play of young children, dolls on strings can be used effectively to provide "valuable language and dramatic substitutes, divorced from memorized recitals."

Miss Jacobus is a teacher of five-year-olds in Elkins Park, Pennsylvania.

the arms, and, holding the two ends in one hand, bobbed him along the floor. The delight was unanimous and for days dolls and toy animals were brought from home, and moved about on strings.

Before work was started one morning, a meeting was called to suggest the building of a small stage. By asking, "You have made the floor of the stage, what else should be added?" brought the answer, "Walls and curtains."

Small cupboard curtains and curtain rods were taken from the shelf by the children most interested in building stages. It was interesting to watch them look for places to support the rods. Joan tried two posts of the Hill floor blocks and they served the purpose admirably. As a result, four stages, each of which had a block floor and a curtain, were started that day. Three of the groups completed their theatres by building side and back walls of two rows of small blocks, while the fourth group made use of the Hill blocks throughout. The latter stood the test of hard usage best and, finding the others impractical, the group agreed to take them down after many days of use.

In the meantime, improvements were gradually added to the best theatre. Originally it was begun as a box-like building with sides and top but no back or front. The children were asked, "What can we build so only the dolls show and not the feet of the children who work them?" The

back of the stage was then closed with more blocks so that there was no opening for the dolls to enter.

The teacher had been waiting for this opportunity. She showed pictures and diagrams of a marionette stage which emphasized the open space at the top through which the dolls were manipulated. As a result, the children removed the roof of their stage and many impromptu performances were given.

MAKING IMPROVEMENTS

There were many pitfalls to guard against which were discussed by the group, as they arose. At first there was much action and little talking. Some bounced their dolls up and down and made them act silly. By comments such as: "Billy's doll was fine because it stood still part of the time," "I liked Betty's doll because we could hear every word she said for it," and "Danny makes his doll talk like a real person," better control and greater enjoyment resulted.

Some of the children did all the talking, directing the other players in loud whispers. This was gradually corrected.

The audience was requested not to make suggestions during the performance but to wait until it was over. Then followed a short check-up in which the good points were stressed and the audience criticized the players in a constructive way.

Feeling that a more finished looking theatre would add to the children's pleasure, the teacher suggested to several children individually, "Be thinking what you can put at the top of the stage to hide the heads and hands of the players."

Judy had the first idea. She placed two more posts in the front to double the height and stretched wrapping paper across them. She was helped with the measuring, cutting and thumb tacking. The following day she decorated the paper by painting a strikingly colorful and very symmetrical design.

For the stage effects, the children had brought doll furniture from home but no

one had thought of scenery. So when an outdoor scene was needed the teacher suggested painting one to be hung on the back wall. Several children painted on wrapping paper a simple picture with sky, grass and a few flowers.

The curtain was too light and transparent, but after it was dyed a dark green, it was more suitable. The finishing touch was the addition of a flood-light with a cardboard reflector, directed on the stage from behind. The electrician's was a most coveted job.

By using just two shoulder strings tied in a knot at the top, it was impossible to keep the strings from twisting. Martha, whose Aunt Sally directed a marionette club, said that the strings should be attached to a piece of wood. Before long each child had strung his doll on a control stick. When not in use the dolls were hung on a row of nails driven into the top of an orange crate.

Dolls of all sizes had been used: a huge cloth one, a celluloid kewpie with a mashed-in face, and a tiny bride and groom. They all featured prominently in the same show, the discrepancy in sizes being conveniently ignored.

Much interesting conversation took place each day, but constant repetition of the same action destroyed spontaneity and offered no new stimulation. An attempt was made at this point to introduce a regular story—*The Gingerbread Boy*—which was read for several days until it was familiar. When Miss Barnes showed a small cloth marionette of the gingerbread boy, made of rags and cotton, there was great excitement. Everyone was eager to have a turn to manipulate him.

The other characters were chosen from the toy shelf: old man, old woman, horse and cow. No one could find a toy fox, so Jane volunteered to make one of cardboard. The result was vaguely fox-like but was accepted by the other children with admiration. Day after day the story was played by different children, sometimes to an audience of one and sometimes to the whole group.

A FITTING CLIMAX

A delightful trip to the junior high school marionette club made a pleasant climax to this experience with dolls on strings. They examined the marionettes closely, saw samples of their acting, and took turns in manipulating them from the stage platform. The animals were the most popular and the clowns a close second. The trick dolls were received with awe—The Mexican baby in its mother's arms, who peeled and ate a banana, and the artist doll who drew a real picture on a tiny easel.

On the way back to school everyone wanted to talk at once. "Wasn't the donkey funny?" "I liked the clown when he turned a somersault," "How about the lady singer

that opened and shut her mouth when she sang?" For days afterward the children talked about their happy trip.

Let us evaluate a few of the advantages gained from this experience: It enriched their stories by making them conscious of the individual characters. Each child's imagination was stimulated and self-consciousness forgotten through the experience of being a performer, an observer and of putting himself in the place of another character. An advanced degree of cooperation was required from all with surprising success. Through their experiences with crude marionettes this group of five-year-olds gained valuable language and dramatic activities, divorced from memorized recitals.

A Comparison of Old and New Methods

Editorial, From *Primary Activities*

The Old School (Compulsion)	The New School (Freedom)	The Old School	The New School
1. Teacher assumed entire responsibility.	Many opportunities for pupil to assume responsibility.	10. A fixed daily program.	A flexible elastic program.
2. Snap judgment.	Provision for deliberation.	11. Short hurried periods.	Long unhurried periods.
3. Communication forbidden.	Purposeful communication.	12. Laws of learning not adequately recognized.	Laws of learning followed.
4. Teacher control.	Self control. Exercise of choice.	13. Limited to textbook.	Children take excursions.
5. No original work.	Time and place for free and original work.	14. Daily assignments.	Long units of work.
6. Subject-matter organization—a place to learn.	Children center of organization—a place to live.	15. Mastery of subject-matter as major aim.	Development of personality is major aim.
7. Social tendencies ignored.	Social tendencies provided for.	16. Pupils progress in lock-step.	Individual progress.
8. Passive acceptance of textbook.	Opportunities to explore and investigate.	17. Repression and restraint.	Self expression.
9. Creativeness was curbed.	Opportunities for creative expression.	18. Inactivity (memorizing).	Activity (pupils learn by doing).
		19. Pupils recite.	Pupils discuss.
		20. Pupil does not help his neighbor.	Helps weaker neighbor.
		21. Imitation.	Pupil tries to help himself.
			Interest promotes effort.
		22. Obeys orders.	

Spring Gardening in the Schoolroom

IVA PAUL

FIRST WEEK: Our sand table has been refilled with sand. At first the children were satisfied just to manipulate the sand, as they had done in kindergarten.

Very soon some one asked what the new sand was for. One little girl looked up from her book to say she didn't like to play in sand like a baby. Her comment gave an excellent opportunity to stimulate thought by such questions as: Where did this sand come from? What is sand? Since it is a kind of soil, do you think plants could grow in it? The consensus was that they could not, but all wanted to experiment to find out for sure. So we are to have a sand table garden planted with beans, peas, corn, and squash.

The children studied seed catalogues to learn the names of plants. We made a game of naming the pictures. We talked about the essential parts of a plant and their uses, also the proper conditions for seed germination and for continued growth.

Second week: "Soil from rocks and rocks from soil"—so runs our text for the week. The children are hunting specimens of sandstone, granite, quartz, and shale. How they gloat over the beauty of their quartz and granite treasures! Of course everyone wanted to experiment with the grinding of rocks against other rocks. Thus "sand from sandstone" was learned in a positive way.

Franklin rubbed two pieces of granite together and said, "These smell like fire." This was before the origin of granite had been mentioned. The children were intensely interested in the trip the granite had taken with the ice sheet until the melting glacier dumped its stone passengers at the end of the "line." One child remarked, "Gee, what that would do to the houses!"

Our five varieties of soil, in little bottles,

One of the most effective ways of getting Spring into your classroom is to plant a garden. With fifty children in your room the garden can be a real cooperative, whether it is a sand table or a home-made "hot-bed."

Miss Paul is a teacher of six-year-olds in Cleveland Heights, Ohio.

are inspected frequently and their contents named. Experiments have been performed to show the capacity for drainage in sand, loam, and clay, and the rising of water in each by capillary action. We did not use the term, capillary action, but—technical terms or not—the fact remains that these young minds have grasped the fact that water can rise in soil, that it rises faster in some than in others, and that it likewise can rise in the roots and stems of plants.

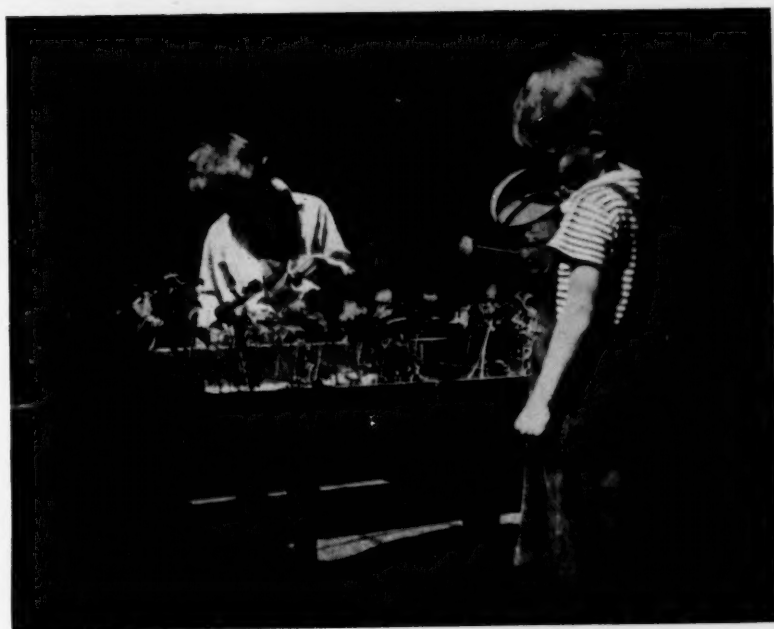
Third Week: The division of the sand table into twenty-seven gardens furnished a practical problem in arithmetic. Alvin and Janet were the first to solve it. Alvin made a diagram of the three rows with nine gardens in each row. Not bad for a first-grader.

We planted our seeds today. Obviously beans, peas, and corn in the cooked state do not resemble the dry seeds, or else the children have not made the proper associations. The brown-coated beans, at first sight, were mistaken for peanuts, and the corn for grapefruit seeds. By the time we concluded our planting, their ideas had undergone considerable revision. In the hours that followed, each child would stop, in passing, to pat his section of the garden with all the pride of ownership and say, "This is MY garden!"

We discussed means of plant propagation other than by seeds. To illustrate, we planted cuttings of ivy and Tradescantia and observed the development of roots of pussy willow cuttings in water.



This is our Spring booklet that tells about our garden



This is the way
Our garden grew,
With beans, and peas
And corn and squash

Fourth Week: While the seeds were germinating in the garden, we performed experiments to find out what was taking place under the soil. The children understand now that a seed is a baby plant, in a stage of rest. Several children thought we might have used

baked beans for seed. To the question, what would you get if you planted baked beans, some children answered, "Beans." Others said, "You'd get nothing." One boy remarked, "Yes, you would get something! You'd get fooled!"

Each child removed the coat from a bean previously soaked in water, and examined the embryo to find the two seed leaves, the seed stem, and the seed bud. The half of the embryo containing the seed stem and the seed bud was modelled in clay.

How thrilled the youngsters are to see their gardens beginning to come up! We call the seed leaves the baby beans' lunchboxes. While waiting further development of our garden, we study the parts of plants that are eaten, the storage of food in these parts, and how the plant makes food.

Fifth Week: The children are adding, day by day, drawings, and observations to their nature booklets. Dickie is working out a chart showing the life history of the bean; Franklin is making one of the squash, and Wilbur that of the pea.

Sixth Week: The children tell the life history of the plants from the charts they made. They like especially to tell of the bee's work

in carrying pollen to the squash blossom because the fruit of the squash is visible in the pistillate blossom.

They have become interested in flowers and go peering into the heart of every flower they come across to see the stamens, pollen, and pistil. Our beans will soon be blossoming and the pods forming, because the compound leaves are now unfolding.

Yesterday we had a peanut party. The children would say, "Now I am taking off the seed coat. I am opening the seed leaves. I see a seed stem and a seed bud. Now I am eating a seed leaf. Here goes the other seed leaf!" This made a good review of what had been learned about the bean seed.

These children are really thinking and wanting to know about things. The seed of interest in gardening is past the stage of germination and has become a growing plant of considerable proportions.



These are two of our charts showing the life history of the squash and the bean

Miss Bothwell Retires

JULIA STANLEY BOTHWELL, retiring Director of Kindergartens, has been for thirty-five years a leader in the educational work of Cincinnati. After several years of service as teacher and principal of the Cincinnati Kindergarten Training School, and a year of graduate study at Teachers College, Columbia University, she became director of Cincinnati Kindergartens.

Miss Bothwell is a graduate of the University of Cincinnati; an honorary member of both Kappa Delta Pi and Pi Theta; a life member of the National Congress of Parents and Teachers and a past president of the Cincinnati Council for Childhood Education. She has also served as President of the Cincinnati Kindergarten Alumnae Association and has just received a life membership in the Association for Childhood Education, as an expression of appreciation from the Cincinnati Council for Childhood Education.

As a teacher she combined skill in leadership with the ability of being one with her pupils. As a supervisor her sympathetic understanding of teacher problems brought about a close relationship and a sincere personal effort among those under her guidance. Her influence will be felt in homes and schools for many years.



Julia Bothwell

Miss Bothwell is serving as one of the local vice chairmen for the A.C.E. Convention.

Last Minute Convention News

PLANS for the program have been completed and Cincinnati is adding the final touches in preparation for the A.C.E.'s Forty-fifth Annual Convention, April 19-23.

There are two groups of study classes—those which deal with the opportunities and difficulties which affect the whole range of childhood and those which affect subject matter areas.

Gustav Eckstein of the University of Cincinnati is to speak at the *Childhood Education* luncheon, and Jules Warren, Superintendent of Schools, Newton, Massachusetts, will speak at the dinner meeting, April 22. In addition to the leaders reported last month, these have been added:

International Relationships: Edith U. Conard
Teachers College, Columbia University

Nursery Education: Anne DeBlois
Elementary Supervisor, Evansville, Indiana
Arithmetic: Ida Baker
Western Reserve University, Cleveland, Ohio
Community Excursions: Beryl Parker
New York University, New York City
Community Relationships: Virginia James
TVA School, Sheffield, Alabama
Guidance: Chloe Millikan
State Teachers College, Maryville, Missouri
Children's Literature: Eloise Ramsey
Wayne University, Detroit, Michigan
Recreation: Mirma Wallace
Girl Scouts of America, New York City
Art: (Studio Group) Mildred Osgood
Indiana State Teachers College, Terre Haute
Music: (Studio Group) Beth Wilson
University of Ohio, Columbus, Ohio

Across the Editors' Desk

Editorial Board Meeting

TWENTY-TWO members of the Editorial Board of *Childhood Education* attended the Board meeting at Atlantic City, February 27. It was a spirited and stimulating discussion in which individual members evaluated the contents of the September, 1937 to March, 1938 issues, suggested a theme, and planned some of the content for 1938-39 issues.

Claire Zyve evaluated as a whole the 1937-38 issues. She pointed out that some articles tended to apply subject matter to children rather than children to subject matter; that there was a tendency to over-emphasize the drill subjects; that more material describing the total scope of children's activities and development is needed; that more help is needed in how to guide children in the choice of their activities, and that more attention needs to be given to the develop-

ment of social backgrounds, group living, the inter-relationships between children and adults, and the problems of the teacher as a human being. She spoke enthusiastically of particular articles, commented upon the helpfulness of the editorial notes which precede each article, the next month column and the frequent tie-up with issues of previous years. "The photographs are excellent," she said, "for they show children's reactions to situations rather than just manipulation of materials."

Since *Childhood Education* is your professional magazine, why not, as a reader, add your suggestions to those of the Editorial Board? We wish the magazine to be the greatest possible help to you and shall be glad to incorporate your suggestions. Plans for next year will be announced next month.

Dade County's Circulating Library

THE library chairman and the president of the Dade County (Florida) Council P.T.A. cooperated with E. E. McCarthy, county director of elementary instruction, in obtaining a circulating library for the county schools. One hundred dollars, appropriated by the Council, provided one hundred books and four boxed bookshelves, each of which could be closed and locked.

This initial start was all that was necessary. The desirability of such a library was proved

immediately, and the County School board made an appropriation of \$2000. Today, four hundred of these bookshelves and six thousand books are in circulation among the pupils of the elementary schools. The bookshelves are transported by the P.T.A. and committees of pupils in the various schools have charge of the books. The time schedule varies with the needs of the groups using the material. The efficiency and value of the circulating library has met with wide-spread approval.

What they have done, others can do.

Inequalities in Education

IN THE 1933-1934 biennium, the people of the United States spent an average of \$64.76 for each child enrolled in the nation's public schools. But this does not mean that EVERY child had the benefit of this comparatively large expenditure in the pursuit of a common school education.

"Variations in expenditures for the support of public schools were as broad as the nation itself, ranging from \$18.93 per pupil in Mississippi to \$124.32 per pupil in New York State. The average New York youngster, in other words,

had about six and one half times as much spent on his education as the average youngster in Mississippi. In the United States as a whole, twenty states spent more than the national average per child; twenty-eight spent less than the national average.

"The result of these varying expenditures is reflected in the quality of the educational opportunity offered in the various states—school terms ranging downward from nine and one half months to six and one half months—or less; teacher-salary scales ranging downward from \$2,361 annually, to \$465 annually—or less.

"The reason for the variants is that the states do NOT have an equal ability to pay, and probably never will have such equal ability. Says the National Education Association: 'Differences in educational opportunity are due to the lack of financial resources in the very states where the educational load is heaviest. These differences are not likely to decrease with the passing

years.'—From *Editorial Research Reports*."

The Harrison-Fletcher Bill for Federal aid to education is at present (April first) on the Senate calendar and in the house committee. It is to be amended to incorporate the recommendations made by the President's Committee on Education and probably will be voted upon before the end of this session of Congress.

A Toy-lending Library AN ORGANIZATION, sponsored by the juvenile court, has been formed in Milwaukee for lending and distributing toys to youngsters who usually see playthings only in shop windows. Posters, which call attention to the fact that many children have no toys and suggest that discarded toys that are still usable be brought in, are hung in all the schools. Citizens and shopkeepers are appealed to for castoff toys. WPA workers under the direction of the juvenile court repair and renovate the toys for distribution.

Mrs. Helene Lange, probation officer of the court, says: "The fact that a child will have to take care of his borrowed toy and bring it back

in good condition will engender a sense of responsibility for other people's property. Many of the children brought to court have little or no sense of responsibility for the property of others. Then, too, keeping a child busy with a toy often keeps him out of mischief."

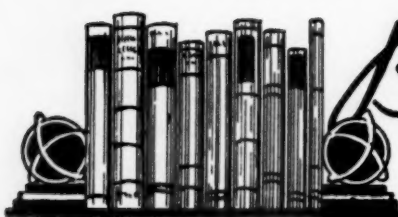
Toy centers have been opened in various residential parts of the city, in charge of personnel selected by the juvenile court. The toys are loaned like books—for a period of about two weeks,—to children three to sixteen years of age. It is hoped that other cities will develop similar projects as one type of preventive measure against juvenile delinquency.—*Reported by John E. Hubel, Nashotah, Wisconsin.*

As Others See Us IT IS unlikely that any considerable proportion of the readers of *Social Education* are in direct contact with the problems of teaching in the kindergarten and primary grades. It might, therefore, come as a surprise to many to learn of the remarkable changes that have taken place within the past few years with respect to the curriculum of the lower elementary grades. Most notable of the newer trends is the increased attention being given to guiding young children in social experience and social learning. Teachers of social studies on higher levels who wish to acquaint themselves with the social-studies curricular trends in the primary grades should not fail to consult the October issue of *Childhood Education*, which contains three pertinent articles. Henry Harap declares that "the early elementary grade curriculum has progressed farther than any other educational level," and commends particularly its focusing on socially real situations. James S. Tippet considers those curricular trends that point "toward a more democratic citizenship." Paul R. Hanna cites in detail

specific learning situations recommended for use in teaching young children about home, school, and community.—By W.F.M. *Social Education*, November, 1937.

But this comment from Goodwin Watson's "Look and Say" in the *Social Frontier* for December, 1937, isn't so complimentary. "After reading so much about kind, helpful, considerate and respectful supervisors and administrators, in *Childhood Education* for November, we felt a mischievous impulse to confront the celebrities who wrote all this benevolent hooey with a plan that has some teeth in it. Suppose superintendents and supervisors had to be confirmed in their jobs from time to time by secret ballot of their teachers. How about it, you who extol democratic administration? Are you ready to write it into the machinery of school governments?"

Mr. Watson has promised to follow his "mischievous impulse to confront the celebrities who wrote all this benevolent hooey with a plan that has some teeth in it." His "plan," we hope, will be published in *Childhood Education*.



Book... REVIEWS

Editor, ALICE TEMPLE

THE SCHOOL AT THE CROSSROADS. By *Thurra Graymar, pseud.* With foreword by *William McAndrew.* New York: Funk and Wagnalls, 1937. Pp. xviii + 241. \$2.00.

With delightful malevolence Mrs. Graymar presents her indictment of certain "progressive" schools in which she has served as teacher and substitute. Particularly is the activity method, as she has seen it in operation, anathema to the author. Using personal experiences freely in a mingling of narrative and exposition, she attacks not only stamped-in-the-mill educators who attempt to impose half-understood theories, but also spineless teachers who meekly accept unreasonable dictation.

With alarm she views the emphasis upon uncurbed individual initiative, the discarding of the 3 R's, the prevailing lack of discipline, the feverish and accelerated tempo of junior high schools, the overcrowded classrooms with their hen-and-chicken method of instruction. Her plea is for a reversal to the teaching of fundamental facts, not to the senseless drudgery of erstwhile days, but to a "reasonable amount of work, effort and responsibility" on the part of the child.

Her solution is offered in a fifteen unit plan, an organization based upon groups of fifteen children so distributed as to receive much personal attention from sponsor teachers. Student cadets, visual aids, and sound reproductions play an important part in the complicated but thought-provoking plan.

The underlying weakness of Mrs. Graymar's book lies in her erroneous assumption that the evils she has observed are widespread if not universal, and in her implication that the situations described are typical of all schools that have adopted the activity program. There are, on the contrary, many school systems in which a sane application of the activity program has resulted in great benefit to the individual child with no loss of pupil effort or responsibility.

Mrs. Graymar leans rather heavily upon implications to drive home her points, but it must be admitted that she does so in a very clever and convincing manner as she touches upon such varied topics as the status of married women teachers, the value of institutes, the tyranny of supervisors, the discourtesy of teachers, and the question of discipline and corporal punishment. With almost uncanny ability she uncovers the weaknesses and defects of our present educational system. Her delightful satire in the story of Miss Lavender versus the New Principal will draw amused chuckles from members of the profession; her caustic comments on "teachers as people" will rouse resentment from the same group. But no one will read and remain neutral.

The School at the Crossroads is a challenging book in which the author succeeds admirably in her purpose of stimulating thought into constructive channels of school administration.—*Katharine Koch, Public Schools, Mishawaka, Indiana.*

LEARNING THE THREE R'S—A MODERN INTERPRETATION. By *Gertrude Hildreth.* Minneapolis: Educational Publishers, Inc., 1936. Pp. 815.

Learning the Three R's is a wisely chosen title for this book. It attracts the eye of both the liberal and the conservative educator. The former is delighted to find in reading it that the treatment given the three R's throws into relief the necessity of a life-centered program with children themselves as the "chief actors in the learning drama." The latter is pleased to see that while the three R's do not dominate, efficient performance in techniques and skills continues to be important in the modern school.

Dr. Hildreth's treatment of the subject is philosophical in approach and scientific in analyses. The purpose of the book as expressed by her is, "To answer some of the questions seri-

ous thinkers raise, to clarify issues, and to capitalize the best in the new program and yet conserve what the test of time has proved worthy in the old."

The book contains 815 pages but is so appealing as to format and so interestingly and refreshingly written that one is loath to put it down once he has begun to read it. It is in four sections: skills—reading, spelling, arithmetic, and writing; the problem of failure in school achievement; means for diagnosing work in skills, and suggestions for improved instruction in skill technique.

Throughout the book emphasis is put on the importance of considering learning as experiencing and a process of maturing; of studying the children's learning liabilities and assets before instruction is begun and during the learning process; of maintaining a free atmosphere on the one hand and systematizing the program to include drill on the other; of practicing teacher guidance rather than teacher control; of providing the child with opportunities for interaction of auditory, visual, and kinaesthetic impressions for reinforcing learning; of considering the influence of the teachers' and parents' attitudes; of recognizing the potency of attitude and satisfaction in bringing success.

To teachers and school officers this book gives an intelligent interpretation of constructive learning principles and practice which are revolutionizing school procedures to the advantage of children everywhere.—*Marjorie Hardy, Germantown Friends School, Philadelphia.*

PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER. By Dorothy LaSalle. New York: A. T. Barnes and Company, 1937. Pp. xii + 209. \$2.00.

Dorothy LaSalle in her recent book *Physical Education for the Classroom Teacher*, has made one of the outstanding contributions to the literature of physical education in the present decade. The chapter dealing with objectives shows not only unusual grasp but ability to interpret adequately these objectives for the teacher who is not a specialist in physical education.

All of the chapters of the book are of vital importance, particularly those developing the teaching of skills and the analyses of games. These two chapters offer invaluable aid in lesson

planning and progression of teaching. The chapter on the dance is literally a statement of faith which develops into extremely helpful and practical suggestions for the teaching of the various types of dance in elementary schools.

It is difficult, indeed, to attempt to direct the attention to any one section of the book since it is all so worthwhile. This is true not only for the classroom teacher but for the special teacher of physical education as well.—*Norma Schwendener, Assistant Professor of Physical Education, Teachers College, Columbia University.*

READING FOR FUN. Edited by Eloise Ramsey. Chicago: The National Council of Teachers of English, 1937. Pp. 104. \$.20. \$.15 in lots of ten or more.

Here is a reading list of over eight hundred titles prepared by a committee of specialists for the use of boys and girls in the elementary school. Most of the books listed are outstanding modern publications. The compilers have included, however, many of the still popular earlier ones as well as books related to the types of social science content now in general use in the schools.

Each title or group of titles is preceded by a descriptive sentence or two which enables the child to find easily what is likely to interest him. For example: "Angus is a dog everyone likes. There are three books about him."

Reading for Fun is most attractively designed and illustrated by B. G. Beaver-Mann. It will satisfy a long felt need.—*A. T.*

GAMES. By Jessie H. Bancroft. New York: The Macmillan Company, 1937. Pp. ix + 685. \$3.00.

This is a new, revised and enlarged edition of the authors' *Games for the Playground, Home, School and Gymnasium*. The material of the earlier publication (1909) is still so widely used that little of it has been omitted in this edition. "But the wider use now made of many games that were not in the original book, the invention by instructors of many other games whose popularity warrants their inclusion, together with many finds from new research in foreign countries constitute the sources from which new material has been derived" (p. vii).—*A. T.*

BOOKS FOR CHILDREN

Editor, MAY HILL ARBUTHNOT

RUFUS THE FOX. *Adapted from the French of Samivel by Margery Bianco. Illustrated in color by Samivel. New York: Harper and Brothers, 1937. Unpaged. \$2.00.*

One of the most beautiful picture books of the year is undoubtedly *Rufus the Fox*. Done in clear light colors, some of the trees alive and knowing, like Arthur Rackham's trees, some of the pictures in the mood of Japanese prints, others gay and realistic in treatment, all fitting the text with rare perfection.

Mrs. Bianco has told the story of Rufus' villainies in a rhymed narrative, printed like prose, but reading with a cadence that is delightful. Rufus is, of course, very villainous indeed, so his defeat at the hands of an intrepid old hen is altogether funny and satisfying.

ON THE BANKS OF PLUM CREEK. *By Laura Ingalls Wilder. Drawings by Helen Sewell and Mildred Boyle. New York: Harper and Brothers, 1937. Pp. 239. \$2.00.*

No one can make the past come alive for young children more vividly and sympathetically than Mrs. Wilder. Third and fourth grade children love every page of her saga of the pioneer family in *The Little House in the Woods*, then *The Little House on the Prairie* and now, *On the Banks of Plum Creek*.

In this last book the little family seems to have settled, and civilization over-takes them. There is a school for the children; even children's parties, a church Christmas tree, and an airy house with glass windows. However, the world of nature is still the great source of ups and downs. A grasshopper plague destroys the crops, spring freshets nearly drown the intrepid Laura, and finally a blizzard shows "Ma" at her quiet, heroic best and proves "Pa" to be the same invincible, unquenchable hero.

Mrs. Wilder's art is hard to analyze. It is made up of simplicity, sincerity and the ability to tell a beautiful story. It is authentic art and an unending source of joy to children.

PEPE AND THE PARROT. *By Ellis Credle. New York: Thomas Nelson and Sons, 1937. Unpaged. \$2.00.*

No author-artist has more endeared herself

to young children than Ellis Credle with her tales of the Southern mountain folk. Now she has been to Mexico and gives us *Pepe and the Parrot*, quite as charming a tale as *Down, Down the Mountain*, or any of her others. Pepe is a little Mexican dog, tormented by a pestiferous parrot to the point where he leaves home. His return is a triumphant one and all is well.

The pale blue pages within the lilac cover, with pictures in pinks and blues, make this one of the most beautiful books of the year.

SAKIMURA. *By Zhenya Gay. New York: The Viking Press, 1937. Unpaged. \$1.50.*

The exotic Siamese cat appears twice in this year's books. *Babette* by Claire Newberry and now the delightful Saki. Miss Gay's story tells how Saki tried to find some friends. Bugs, squirrels, frogs, pigs, chickens, cows and colts all ignored her with various unpleasant results. At last, however, she comes upon a fine old farm cat and they become friends at once.

The little story has charm. The pictures are startlingly alive and beautiful. Evidently, the Siamese cat hypnotizes its owners for both Miss Gay and Miss Newberry give us felines that are most uncannily alive. This is a charming book for children from four to eight, and for all who love cats.

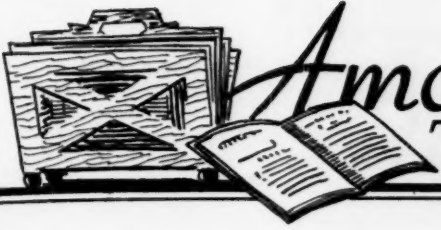
DAVID. *Illustrated by Elizabeth Orton Jones. New York: The Macmillan Company, 1937. Unpaged. \$1.75.*

No adapted versions can improve upon the Old Testament narrative of *David*—a story that is strikingly dramatic and appealing. Miss Jones has followed the Biblical text with pictures that interpret and enhance the tale. Her first book, *Ragman of Paris*, was a unique contribution and *David* is a distinguished one.

ANIMAL PIONEERS. *By Catherine Cate Coblenz. Illustrated by Kurt Weise. Boston: Little, Brown and Company, 1937. Pp. 241. \$2.00.*

"True stories hidden in history" about the cattle that came with the Norsemen, the mule that carried Columbus, the horses that travelled with Cortez, and others. Excellent for children eight to twelve.

Editor, ELLA VICTORIA DOBBS



Among... THE MAGAZINES

WHAT CAN THE TEACHER DO TO INCREASE AMERICAN DEMOCRACY'S CHANCES OF SURVIVAL? By John Paul Williams. *School and Society*, February 5, 1938, 47:182-184.

The citizens of ancient Rome believed their city would remain eternally the center of civilization. The average American has a faith in the permanence of democracy which is no less naïve. He lives in an intellectual hothouse, unaware of the blizzards that are brewing on the outside, and assumes that democracy will endure for millennia. Yet, it is obvious to the educator that democracy is not only in jeopardy but that it can not endure unless a multitude of every profession arises to its defense. Liberty must be fought for anew by each generation. Teachers are in a strategic position in this battle; upon them more than upon the members of any other profession rests the burden of leadership in the fight to maintain and improve American democracy, a democracy that can be maintained because it is improved.

The writer suggests five lines of action which briefly summarized are as follows:

We must convince multitudes of future voters that democracy is in danger.

We must teach the limitations as well as the strengths of democracy. It means slow progress in a period when speed is popular. It takes more time for one hundred thirty million people to make up their minds than for one dictator to do so. The impatient person says, "We need a Mussolini."

There are two types of problems to be met by a government program that meets the needs of the people. John Citizen is the governmental expert who knows the needs of the people. Many governments have failed because the leaders do not know the viewpoint nor understand the needs of the average citizen. The more brilliant citizens can also serve in the second phase and lead in the execution of the plans devised to meet the general needs.

American education must teach the vital process of making choices, if democracy is to survive. Too much of the monarchical system still controls education, business, church, and family. We learn to choose by choosing.

As individuals and as a profession we teachers must defend the right to academic freedom. More precious than economic security, than bodily health, than all the comforts which mark our day, contrasted with the privations of the frontier, is freedom of speech, of press, and of assembly. They are constantly under fire and they must be guarded.

ARE CHILDREN VEGETABLES? By Wilson Follett. *Atlantic Monthly*, February, 1938, 161:179-189.

This article is of special interest to all those studying the child's vocabulary and to the experts in reading readiness. It opens with a parallel drawn between vegetable and human nature. The struggles of a few stalks of timothy hay, accidentally growing in a city lawn, to maintain life and fulfill their function in spite of the ravages of the lawn mower is contrasted with the efforts of the child mind to fit itself into the pattern set for it by adult tradition in spite of the urge of greater inherent capacities. One observant person described the process as "being slowed down to the average."

Building upon the doctor's comment regarding a young infant's trouble with an improper diet, "They know a lot more than we think they do," the writer cites examples to prove that the child's mental diet is often quite below his capacity to assimilate.

The failure of many children to make normal progress is laid at the door of parents who talk down to children or do not talk with them at all, thereby re-enacting the lawn mower's treatment of the timothy stalks. Parents are scored for spending so little time with their children, and for meeting them on a level so far below their capacity to understand and enjoy.

The writer offers, out of his own experience, this idea: "that to expect too much of our young is an impossibility. Their needs are always silently going ahead of our hopes, even before we have time to get our hopes formulated."

WHAT IS A COMMUNITY? By Clarence E. Pickett. *Progressive Education*, February, 1938, 51:91-96.

In the opening paragraph the writer looks beyond all the labeled isms as goals, and considering the individual in his relationship with his fellows, sees "society's function as that of releasing the capacity of the individual to create, to enjoy, to serve and to be served."

There is need for reorientation of our thinking in terms of human values, for even in our own beloved democracy the dignity of personality and the appearances of satisfaction are all too often sadly lacking. We have only to observe the faces of the people on the street, the worker who twirls nut 86 on bolt 443 in a factory line, "or see the strain on the face of the youth as he hurries by at 60-mile speed, going mostly nowhere and getting there only to break his speed record coming back."

The writer describes the happy community life of a small Quaker group in which he spent his childhood. "Life was largely self-contained and joyous. No one was poor and no one was rich; no one was overly saintly and no one was terribly wicked." In this community the church was the social, educative, and protective core around which life centered.

Since in modern life the church too often reacts to divide rather than to relate, what shall take its place as a coordinating factor? Mr. Pickett suggests that "*in many cases the school ought to serve that function and already does it.*" Space does not permit a review of the specific and interesting examples of how "it does it," but he points out that "... an educational system must make interesting all of the things that need to happen in the daily round of life—to make them seem and be truly creative. Such results cannot come with stereotyped teachers trained in a stereotyped fashion... a revolution in education will have to come before we can create on a large scale a modern community."

WHAT CAN WE DO ABOUT IT? By Dr. Robert M. Hutchins. *Saturday Evening Post*, February 19, 1938, 210:27-28, 73.

In this, the fourth of a series of articles, Dr. Hutchins outlines his plan for a reorganization of our public school system. "The Founding Fathers fought for the right of every child to go to school. . . . Their descendants were too busy building school houses to build a program of education. The standard organization of our school system is eight years of elementary school, four of high school, four of college and university, and three of professional training. We describe the system in terms of time instead of subject matter, yet subject matter is obviously more important. We should know at each stage of a child's development what he has learned and what he can do."

Our present system encourages a pupil to "take a course, pass a test on it, forget it, and go on." This system dampens initiative, concentrates on the average, and discourages leadership. We should set up goals and substitute mastery of subjects for credit hours.

The present trends in both technological advance and economic development indicate that it will be more and more difficult for young people to find employment. Until they are at work, they must be in school. The school age requirement will climb to twenty years in the near future.

In his reorganization plan, Dr. Hutchins allots the first six years to the elementary school, the next four years to the high school, to be followed by a college course of four years, combining the last two years of our present senior high school with the junior college. This college period would offer a choice between vocational courses for the hand-minded and more general courses for the book-minded. Beyond this point university training would be restricted to those of high intellectual ability and interest.

Dr. Hutchins admits that this system would be expensive, but it should effect some saving by lessening crime. It also offers a challenge to the United States to become the world's conservator of culture and to fortify our people against the half truths and lies which threaten democracy.

Editor, JOHN A. HOCKETT



Research... ABSTRACTS

A STUDY OF THE WITHDRAWALS OF NURSERY SCHOOL CHILDREN. By Marjorie Ridings and L. Helen Walters. *Unpublished study of the A.C.E. Nursery School Sub-Committee, E. Mae Raymond, Chairman.*

The Nursery School Sub-committee of the Association for Childhood Education has made an extensive study of the causes and effects of the withdrawal of children from nursery schools. Questionnaires were sent through the twelve members of the committee to 120 nursery schools and usable reports were returned from 99 schools in twenty different states. Seventy-four of these were federal, public, or philanthropic schools, designated as Type A. Twenty-five were private, experimental, or demonstration schools, classified as Type B. The total enrollment in the 99 schools was reported as 4281, approximately three-fourths being in schools of Type A and one-fourth in the other type.

Information was secured on the withdrawal of 1145 children. Twenty-one per cent withdrew at three years of age, 35% at four years, 20% at five years. Seven per cent or less withdrew at each of the ages of two, two and one-half, three and one-half, and four and one-half. Sixty-two per cent of the children withdrawing were four years of age or older. The most common causes of withdrawal in order of frequency are: change of residence (28%), age regulation (28%), inability of parents to transport children (15%), children's health (11%), attitude of parent (7%), fee (5%). A larger proportion of children left schools of Type A than of Type B because of change of residence and age regulation. A larger percentage, however, left schools of Type B because of the children's health and because of fees.

It was discovered that some children were automatically excluded from federal emergency schools because of a slight increase in family income. The committee considers this unfor-

tunate since in general the increased income was not sufficient to insure the children's enrollment in a private school.

A follow-up study revealed that 54% of the children from Type A schools and 45% from Type B were taken care of in the home after their withdrawal from nursery school. Eighteen per cent of the former group and 10% of the latter attended public school kindergarten and 3% and 8%, respectively, attended a private school or parochial school. Six per cent of the children from Type A schools were found in a day nursery.

The committee was also interested in discovering who took the initiative in making the contact for subsequent care of the child after his withdrawal from the nursery school. The parents were reported as taking this step in 17% of the cases from Type A schools and in 35% of the cases in schools of Type B. The nursery school which the child had left took the initiative in contacting either the parents or the new institution in 45% of the cases in Type A schools and in only 4% of the cases in Type B schools.

Usable case histories were secured for 30 children who had withdrawn from the various schools. These revealed in many cases the great importance of the nursery school in providing the child with security, affection, and opportunity for social adjustment. This was true for homes high in the economic and educational scale as well as for those that were pitifully inadequate. In many instances termination of the child's nursery school attendance appeared little short of tragic.

The authors make five recommendations growing out of their investigation. They feel that the break in the continuity of schooling for many children is a serious matter. Since one of the principal causes is elimination of children from the nursery school when they reach

the age of four, they recommend that laws be enacted or amended to insure the continuous education of children from ages two to eighteen.

They find that nursery school teachers need, in addition to understanding of children and their adjustments, an acquaintance with social conditions, an understanding of home management and techniques of parent education. They also need to realize the importance of keeping records for each child and of following his progress after he leaves the nursery school. Consequently, they recommend broader and more thorough preparation of nursery school teachers.

They recommend that nursery school groups be kept small in order that teachers may meet the needs of each child, keep adequate records, and the like. They also indicate the desirability of having at least one person available for follow-up and case work. They recognize the importance of providing more permanency in the nursery school staff.

Finally, they point out the need for better education of the public at large in respect to the purpose, scope, and value of the nursery school.

FACTORS INFLUENCING THE SOCIAL ADJUSTMENT OF CHILDREN OF PRESCHOOL AGE. By Lillian G. Portenier. *The Pedagogical Seminary and Journal of Genetic Psychology*, September, 1937, 51:127-139.

This is an intensive study of the social adjustment of twenty-five children ranging in age from two to five years. The major purpose was to determine factors which differentiate socially-adjusted children from those who are unadjusted. The children were enrolled in a federal nursery school from 8:30 to 4:00, five days a week, and were quite well-known by the persons who rated and analyzed their behavior.

Each child was given two individual intelligence tests, his language behavior in the controlled situation was analyzed, and he was rated on a scale of Introversion-Extroversion. After these children had attended nursery school

for several months, they were classified into three groups: Those well adjusted socially, those fairly well adjusted, and those poorly adjusted.

In drawing conclusions, the author compares her findings with those of Kavin in an earlier, more extensive but less intensive study. The following conclusions were reached in both studies: The problem group had the lowest average IQ. The youngest children and only children did not present more problems than others. The parents of the poorly-adjusted group were slightly older than the other parents. There is no single biological or environmental factor which bears a consistent relationship to the child's social adjustment. Social adjustment is rather a matter of integration, the result of the total situation. Even pernicious influences sometimes prove helpful by bringing about more wholesome attitudes. In the present study the average rating of each group indicates a tendency toward extroversion, the ratings for the well-adjusted children being most indicative of extroversion.

RACIAL DIFFERENCES IN REACTION TIME AT THE PRESCHOOL LEVEL. By Catherine Harmon. *Child Development*, September, 1937, 8:279-281.

The Miles Reaction Time Board was used to test the reaction times of 133 children aged three and one-half to seven and one-half years. There were thirteen in the Indian group and approximately thirty in each of the other racial groups: Italian, Mexican, Negro, and Jewish.

The Italian children, at all ages tested, reacted more quickly than any of the others and gave evidence of being more stable, since the variations of each individual from his own average were smaller. The Indians were the slowest of the five groups, with the largest variations, which is interpreted to signify a more primitive type of reaction. The Negroes ranked next to the Italians in speed of reaction. The Jewish children were slower than any except the Indians at most age levels, although the Mexicans were slowest at five and one-half years.

Editors' Note: Many persons have responded to the Editors' request for descriptions of worthwhile and effective festival celebrations for both Thanksgiving and Christmas, but more material is needed to complete the issue. Have you sent in a description of your successful festivals and suggestions for the content of the December, 1938, issue? (The May issue which will contain convention material will reach subscribers May fifteenth, instead of May first.)

MARY E. LEEPER



News... HERE AND THERE

NEW BRANCHES

The number of new Branches already announced is thirty-four. With the thirteen listed below, the total for the year is forty-seven.

Kate Baldwin Alumnae Association, Savannah, Georgia

University of Georgia Association for Childhood Education, Athens, Georgia

Lewiston Association for Childhood Education, Idaho

Paducah Association for Childhood Education, Kentucky

Teachers College Association for Childhood Education, Kansas City, Missouri

New College Association for Childhood Education, New York, N.Y.

Yonkers Kindergarten Teachers Association, New York

Charleston Association for Childhood Education, South Carolina

Stewart County Association for Childhood Education, Tennessee

College of Mines Association for Childhood Education, El Paso, Texas

Logan Association for Childhood Education, Utah

Primary Council of Central State Teachers College, Stevens Point, Wisconsin

State Teachers College Association for Childhood Education, Milwaukee, Wisconsin

CONFERENCE IN ARKANSAS

A conference called by the Arkansas Association for Childhood Education was held February 11 and 12 at State Teachers College in Conway. Two hundred educators and representatives of parent-teacher, civic and home economics organizations attended this conference on childhood education. Maycie K. Southall, Secretary-Treasurer of the general Association, was guest speaker.

1938 A.C.E. BULLETINS

The president and secretary of each A.C.E. Branch and State Association, and the contributing members of the general A.C.E. have received two bulletins this year, *Sharing Experiences Through School Assemblies* and *Reading—A Tool for Learning*.

The bulletin on school assemblies was compiled by Agnes Adams of the National College of Education. It presents a variety of opinions on the purpose, organization and production of assembly programs through which children gain enlargement of interests, development of appreciations, and at least the beginnings of suitable group behavior.

Nila Banton Smith of Indiana University compiled the second bulletin which presents reading as a skill to be developed rather than as subject matter to be learned. The functional rather than the technical or remedial aspect of the teaching of reading is emphasized.

Non-members may order these bulletins from A.C.E. Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. The price of each is thirty-five cents.

BRANCH FORUMS

At the 1938 convention in Cincinnati an evening will be given to a discussion of the opportunities and difficulties of A.C.E. Branches. Following a general Branch assembly, representatives of Branches will gather into three groups led by national officers. Frances Tredick will lead the discussion on State Association affairs; Maycie K. Southall, that on city and county Branch problems, and Jean Betzner will guide the meeting of student Branch representatives. All Branch members are urged to take an active part in the discussion. Those interested in organizing Branches are invited to attend. It will be a working night, so come with

your best suggestions. At nine o'clock the three groups will gather again for a short assembly, which will be followed by an "A.C.E. Sing."

NATIONAL COUNCIL OF CHILDHOOD EDUCATION

The two sessions of the Council held in Atlantic City during the meeting of the American Association of School Administrators marked what may be the beginning of a new type of program for the Council. Forty-two organizations whose programs affect young children co-operated by sending information on the type of service rendered children. Some of the organizations sent representatives.

The assembled reports told the story of how different organizations are attempting to meet the needs of children.

At the second session "The Unmet Needs of Children" were discussed by Katherine Lenroot, Children's Bureau, U. S. Department of Labor; Mary Dabney Davis, Office of Education, U. S. Department of the Interior; Dean T. W. H. Irion, University of Missouri, and Maycie K. Southall, Peabody College for Teachers.

THE LITTLE RESTAURANT IN CINCINNATI

Serving the World Famous SMORGASBORD. Dixie Terminal Building—also entrance 329 Walnut (a step below Fourth)

*Delicious Food Temptingly
Served . . . old-world atmosphere*

Old Vienna

J. K. Switzer, Mgr. 'neath Carew Tower
• Take hotel elevator to Lower Arcade Level

THE CANARY COTTAGE 420 Walnut Street, Cincinnati



*You'll love
our corn
muffins!*

WOMAN'S EXCHANGE TEA ROOM

Special luncheons 45¢—65¢
Evening dinners 60¢—75¢—85¢
Or order ala carte from varied, attractive menu. Delicious chicken salad, homemade pies and cakes.

OPEN DAILY EXCEPT SUNDAY

Luncheon 11:00 to 2:30 Dinner 5:00 to 7:30
113 W. 4th Street Cincinnati, Ohio

THE UNIVERSITY OF CINCINNATI SUMMER SESSION OF 1938

TWO WEEKS'
INTERSESSION
June 6—June 18

TWO REGULAR TERMS
June 20—July 26
July 26—August 27

To workers in childhood education Cincinnati offers much this summer: Two weeks of stimulating Intercession lectures by Dr. Boyd H. Bode on Philosophy of Education; practical courses on child adjustment, behavior problems, guidance, and subject disabilities; laboratory work in art, music, and psychology; a week of intensive work in music with Mabelle Glenn; a complete program in Liberal Arts and Education, with friendly guidance towards university degrees. Six weeks' season of grand opera; hill-top campus adjoining Burnet Woods; beautiful new Student Union and commons; dormitories. For illustrated booklet and complete catalogue address—

Dean L. A. PECHSTEIN, *Director*

UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO

A MUNICIPAL UNIVERSITY AND A NATIONAL INSTITUTION

In writing to advertisers, please mention CHILDHOOD EDUCATION—it helps